polska

Polish

Language Guide

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Polish
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

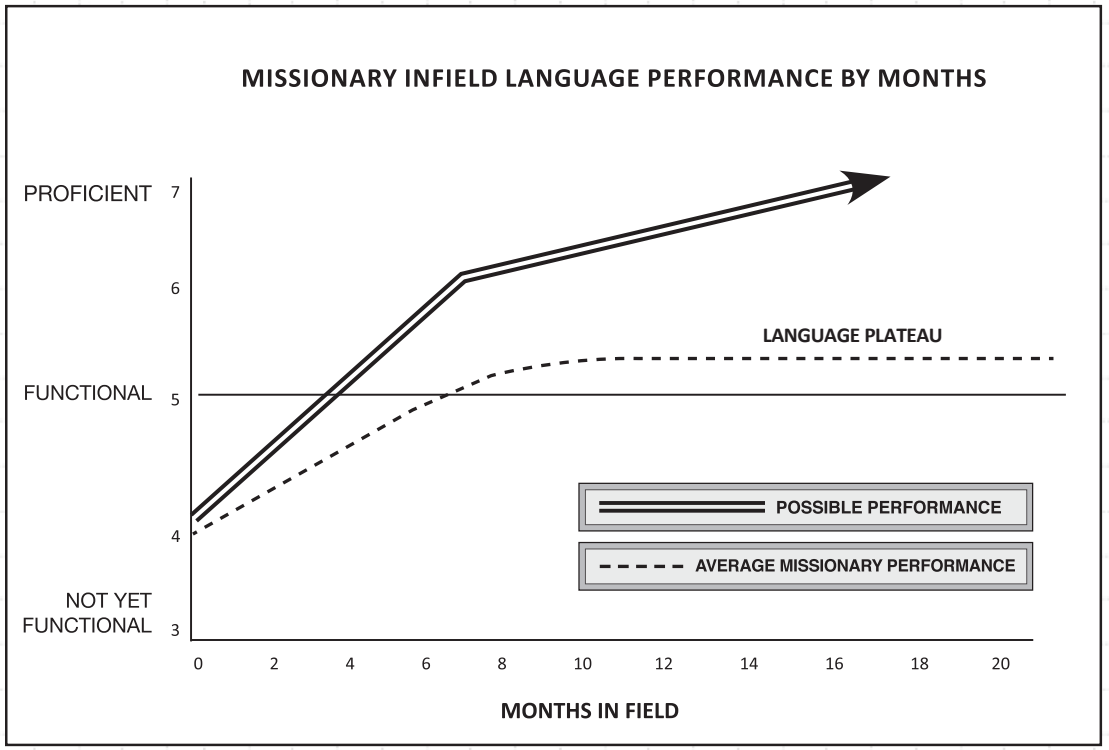
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



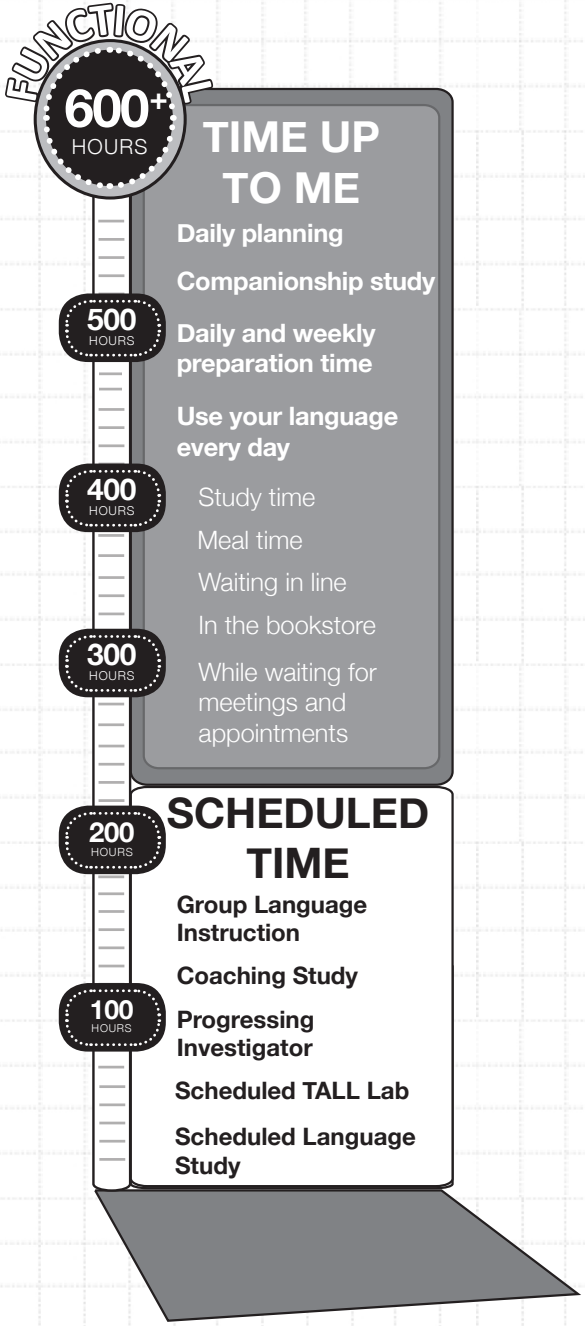
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

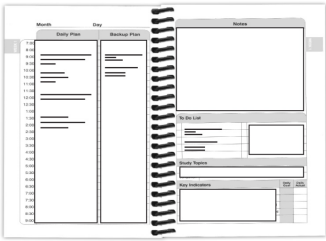
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [WHAT]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

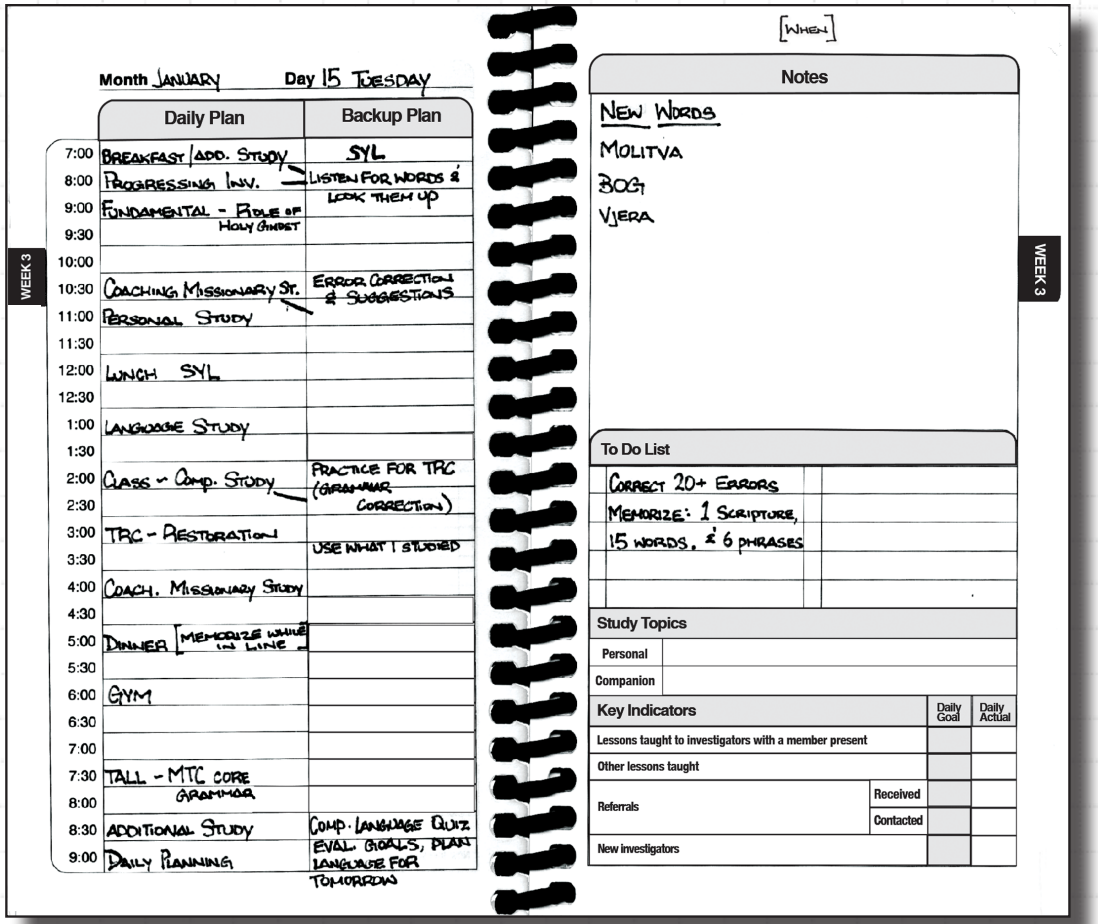
Study Plans: [HOW]

- Use every moment well
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [WHY]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

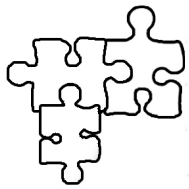
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.

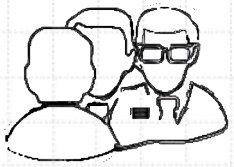


STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

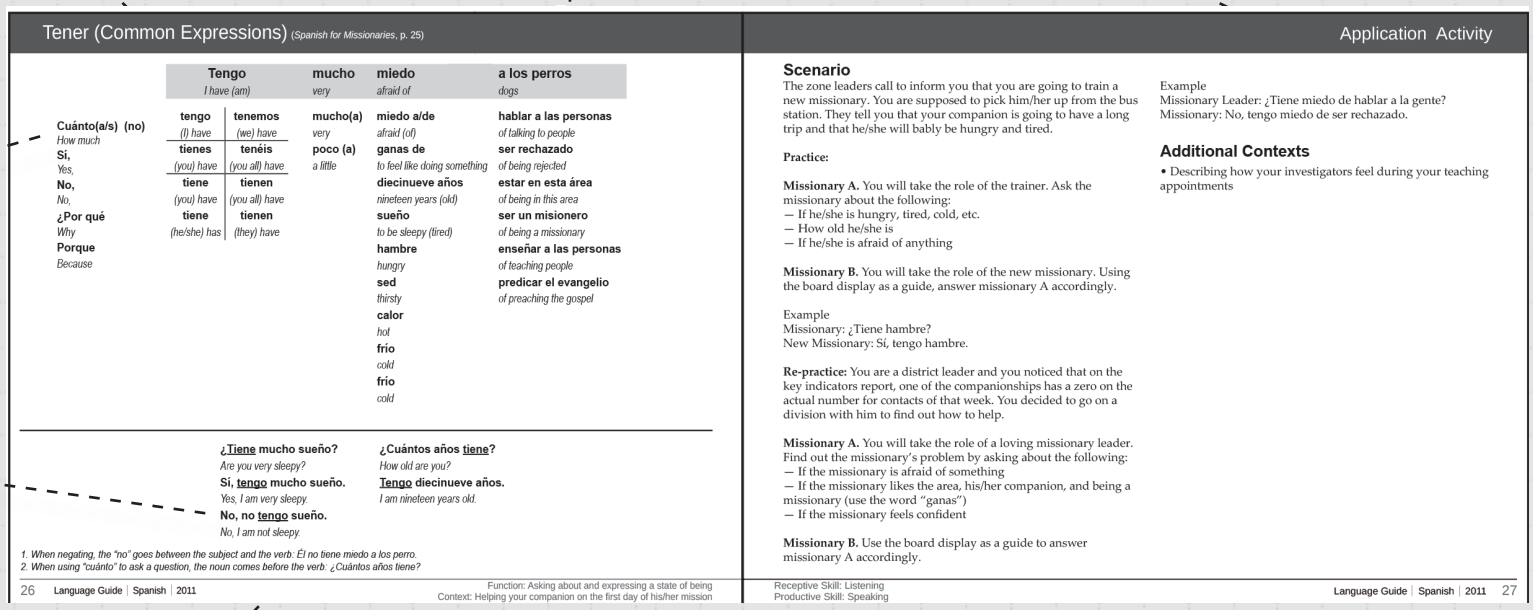
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	tenemos *(we) have*	mucho(a) *very*	miedo a/de *afraid (of)*	hablar a las personas *of talking to people*
tienes *(you) have*	tenéis *(you all) have*	poco (a) *a little*	ganas de *to feel like doing something*	ser rechazado *of being rejected*
tiene *(you) have*	tienen *(you all) have*		diecinueve años *nineteen years (old)*	estar en esta área *of being in this area*
tiene *(he/she) has*	tienen *(they) have*		sueño *to be sleepy (tired)*	ser un misionero *of being a missionary*
			hambre *hungry*	enseñar a las personas *of teaching people*
			sed *thirsty*	predicar el evangelio *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

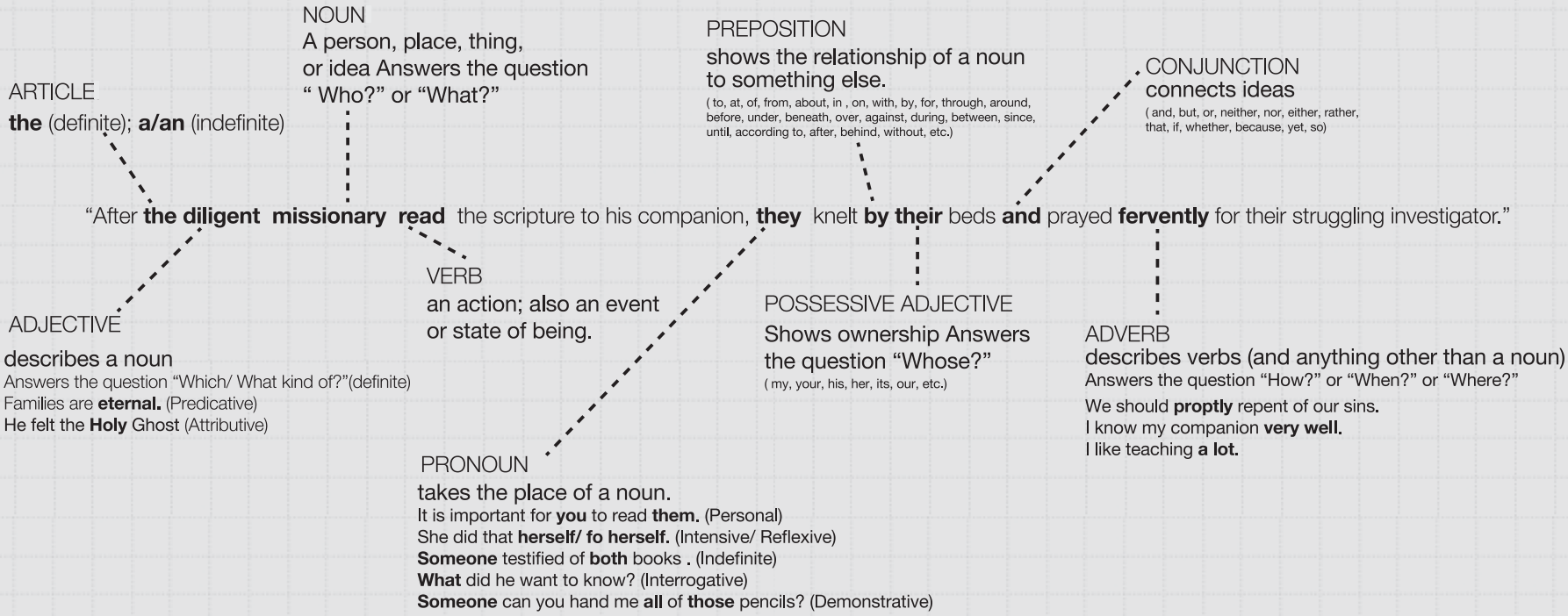
The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Elements of a Board Display

Header Sentence
The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

Grammar principle

Application Activity
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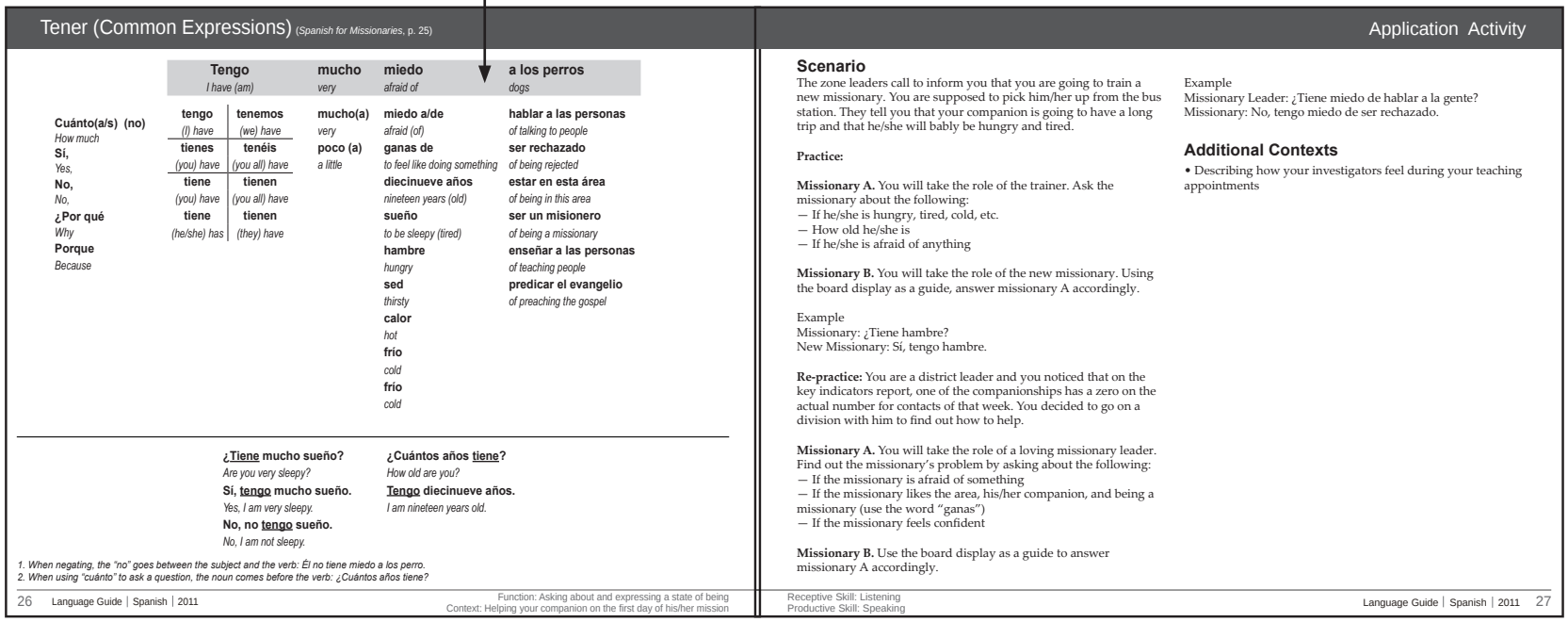
This section contains example questions and sentences that use the grammar principles of the board display.



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Pre-class Preparation:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Personal pronouns (nominative)	
ja *I*	**my** *we*
ty *you*	**wy** *you (plural)*
on *he* **ona** *she* **ono** *it*	**oni** *they (masc)* **one** *they (fem)*

Verbs	
poznać	*to meet*
mieć	*to have*

Nouns	
dzień	*day*
wieczór	*evening*
imię	*name*
kolega	*companion (m)*
koleżanka	*companion (f)*
siostra	*sister*
brat	*brother*
misjonarz	*missionary (m)*
misjonarka	*missionary (f)*
przedstawiciel	*representative*
Starszy	*Elder*
children	*dzieci*
rodzina	*family*
Utah	*Utah*
Kalifornia	*California*
Amerika	*America*
Stany Zjednoczone	*United States*
Kanada	*Canada*
Anglia	*England*
Polska	*Poland*
Europa	*Europe*

Grammar Help:

You may notice that the words on task preparation pages may look different than the words on the actual task page. This is due to the declension of nouns and the conjugation of verbs in Polish. These grammar principles will not be explained today but will be explained in detail during your stay here at the MTC.

Review:

Introduce yourself in Polish to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself.

Greet Someone:

Greeting
Dzień dobry *Good day*
Dobry wieczór *Good evening*
Cześć *Hi*
Miło mi (poznać) *It is nice to me (to meet you)*

Farewells:

Farewell	
Do *To*	**usłyszenia** *the hearing*
	zobaczenia *the seeing*
Cześć *Bye*	
Do widzenia *Goodbye*	

Introduce Yourself and Someone Else:

Subject	To Be	Renamed Noun	Clause
My *We*	**jesteśmy** *are*	**misjonarz(em)(ami)** *missionar(y)(ies)* **misjonark(ą)(ami)** *sister missionar(y)(ies)* **przedstawiciel(em)(ami)** *representativ(e)(es)* **moim kolegą** *my companion* **moją koleżanką** *my companion (sister)*	**Kościoła Jezusa Chrystusa Świętych w Dniach Ostatnich** *of The Church of Jesus Christ of Latter-day Saints* **Jezusa Chrytusa** *of Jesus Christ* **Starszy _____** *Elder_____* **Siostra_____** *Sister_____*
Ona *She*	**jest** *is*		
On *He*			
Ja *I*	**jestem** *am*		
Mam *I have*	**na imię** *for a name*	**Starszy/Siostra____.** *(your name)*	

Background:

Question	You/Verb	Verb/Phrase	
Skąd *From where*	**(ty)** *(You)*	**jesteś?** *are*	
Jak *How*	**masz** *do you have*	**na imię?** *for a name?*	
Ja *I*	**jestem** *am*	**z** *from/of*	**Europy** *Europe* **Stanów Zjednoczonych** *United States* **Kanady** *Canada*

Pre-class Preparation:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Księga Mormona	*The Book of Mormon*
przywrócenie	*Restoration*
plan	*plan*
kościół	*church*
życie	*life*
śmierć	*death*
nauczania	*teachings*
wybaczenie	*forgiveness*
pytanie	*question*
spokój	*peace*
szczęście	*happiness*
pocieszenie	*comfort*
świadectwo	*testimony*
przesłanie	*message*

Verbs	
chcieć	*to want*
nauczać	*to teach*
wyjaśniać	*to explain*
wierzyć	*to believe*
myśleć	*to think*
świadczyć	*to testify*
wiedzieć	*to know*

Prepositions	
na	*on*
do*	*to**
po	*after*

**** It is not necessary to use the word "do" in front of verbs (to teach, to explain). The "do" in verbs is already implied***

Grammar Help:

In Polish, certain verbs change the endings of the words that follow them. On the next page, words that are in brackets correspond with the endings that are aslo in brackets.

Review:

Prepare for your next lesson with your investigator by practicing introducing your topic with your companion. Focus saying just one thing several times before moving on to a different sentence.

Give an Overview:

Subject	Verb	Verb	Prep. Phrase	Direct Object
My *We*	**chcemy** *want*	**nauczać** *to teach*	**na temat** *on the subject of*	**Księgi[-ę] Mormona** *The Book of Mormon*
				Przywrócenia[-e] *the Restoration*
				planu[plan] Boga *God's plan*
		[wyjaśniać] *explain* **[przedstawiać]** *introduce*		**wiary[-ę]** *faith*
				nauczania Chrystusa *teachings of Christ*

Ask introductory questions:

Subject	Verb	Prep. Phrase	Driect Object
Co *What*	**myślisz** *do you think* **wiesz** *do you know* **wierzysz** *do you believe*	**na temat** *on the subject of*	**życia po smierci?** *life after death?*
			nauczania Jezusa Chrystusa? *the teachings of Jesus Christ?*
			wybaczenia? *forgiveness?*
			pism świętych? *the scriptures?*

Bear Testimony:

Subject	Verb	Conj.	Subject	Verb	Clause
Ja *I* **(My)** *We*	**wierzę (-ymy)** *believe* **świadczę (-ymy)** *testify* **wiem (-y)** *know*	**że** *that*	**to przesłanie** *this message* **Jezus Chrystus** *Jesus Christ* **Księga Mormona** *the Book of Mormon* **modlitwa** *prayer* **kościół** *church*	**może** *(it) can*	**pomóc ci się bliżić do Chrystusa** *help you come closer to Christ* **odpowiedzieć na twoje pytania** *answer your questions* **przynosić ci spokój, szczęście, pocieszenie** *bring you peace, happiness, comfort*

Pre-class Preparation:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Ojciec	*father*
Bóg	*God*
niebo	*heaven*
syn	*son*
Jezus Chrystus	*Jesus Christ*
wiara	*faith*
miłość	*love*
powołanie misyjne	*mission call*
zadośćuczynienie	*atonement*
dar	*gift*
język	*language*
pilność	*diligence*
zdrowie	*health*
prorok	*prophet*

Verbs	
modlić się	*to pray*
dziękować	*to thank*
prosić	*to ask*
błogosławić	*to bless*
mówić	*to say*

Personal Pronouns (Accusative)	
mnie *me*	**nas** *us*
cię *you*	**was** *you (plural)*
go *him* **ją** *her* **je** *it*	**ich** *them (masc)* **je** *them (fem)*

Grammar Help:

There are many ways to say the word “for.” In Polish, when you are thanking for something, the word “za” is used.
Other ways to use the word “for” will be taught later

Review:

Now that you know how to say a prayer in Polish, use the Polish you know to say all of your personal and companionship prayers in Polish from now on. If you come to a word or phrase you don’t know how to say, say it in English, but write it down in your planner so that you can find out how to say it later.

Address Heavenly Father:

Adjective	Address God
Nasz *Our*	**Ojcze Niebieski** *Heavenly Father*
	Ojcze w Niebie *Father in Heaven*
Drogi *Dear*	**Boże** *God*

Express Gratitude:

Subject/Verb		Depositional phrase	
Jestem *I am*	**wdzięczn(y)(a)(i)** *grateful(m)(f)(plural)*	**za** *for*	**kolegę (koleżankę)** *companion (female)*
Jesteśmy *We are*			**rodzinę** *family*
			nasze powołanie misyjne *missionary call*
Dziękuję *I thank*	**Ci** *Thee*		**Twojego Syna, Jezusa Chrystusa** *Thy Son, Jesus Christ*
			Twoją miłość *Thy love*
Dziękujemy *We thank*			**zadośćuczynienie** *the Atonement*

Ask for Help and Blessings:

Plea	Request	Who	What
Proszę, *Please,*	**pobłogosław** *bless*	**mnie** *me*	**darem języków** *the gift of tongues*
			pilnością *diligence*
		nas *us*	**miłością bliźniego** *charity*
			wiarą *faith*
			zdrowiem *health*
Proszę, *I ask*	**Cię, abyś pobłogosławił** *Thee to bless*		**naszego proroka** *our prophet*
			nasze rodziny *our families*
Prosimy, *We ask*			**Starszego** _____ *Elder* _____
			Siostrę _____ *Sister* _____

End Prayer:

Mówimy to wsyzstko
we say this all

Modlimy się
we pray

Close in Christ's name
W imię Jezusa Chrystusa, amen.
In the name of Jesus Christ, Amen.

Pre-class Preparation:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

nouns	
świadectwo	*testimony*
odkupiciel	*Redeemer*
zbawiciel	*Savior*
prorok	*prophet*
ewangelia	*gospel*
wyzwania	*challenges*
wiedza	*knowledge*
nadzieja	*hope*

verbs	
wiedzieć	*to know*
pomagać	*to help*
żyć	*to live*
umożliwiać	*to enable*
przezwyciężyć	*to overcome*
kochać	*to love*

adjectives	
kochający	*loving*
prawdziwy	*true*
wieczny	*eternal*
natchnione	*inspired*
radosny	*joyful*

Review:

“Bear testimony several times in each lesson, not just at the end.” ..... “Sharing your testimony often is one of the most powerful ways of inviting the Spirit and helping others feel the Spirit” (Preach My Gospel, p. 197 - 198).

State a Truth:

subject/ verb	conjunc-tion	new subject	verb	direct object
Wiem, *I know*	**że** *that*	**Jezus Chrystus** *Jesus Christ*	**jest** *is*	**Zbawicielem** *the Savior*
		Bóg *God*		**Odkupicielem** *the Redeemer*
		kościół *the church*		**naszym Ojcem Niebieskim** *our Father in Heaven*
		Księga Mormona *The Book of Mormon*		**kochający (-a)** *loving*
		ewangelia Chrystusa *the Gospel of Christ*		**prawdziwy (-a)** *true*
		Józef Smith *Joseph Smith*		**prorokiem Boga** *a prophet of God*
		Thomas S. Monson *Thomas S. Monson*		
Wiemy, *We know*		**rodziny** *families*	**są** *are*	**wieczne** *eternal*
		pisma święte *scriptures*		**natchnione** *inspired*

State the Implications of Your Testimony:

demon. pronoun	subject	ind obj.	verb	helper phrase
To *This*	**świadectwo** *testimony*	**mi** *me*	**pomaga** *(it) helps*	**żyć radośnie** *to live joyfully*
				przezwyciężyć wyzwania *to overcome challenges*
				mieć nadzieję *to have hope*
Ta *This*	**wiedza** *knowledge*		**umożliwia** *(it) enables*	**być dobrą osobą** *to be a good person*
				kochać innych *to love others*

Pre-class Preparation:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

verbs	
modlić się	*to pray*
zastanawiać się	*to reflect/to wonder*
pytać	*to ask*
myśleć	*to think*
czytać	*to read*
spotykać się	*to meet*
chodzić	*to go (regularly)*

days of the week	
poniedziałek	*Monday*
wtorek	*Tuesday*
środa	*Wednesday*
czwartek	*Thursday*
piątek	*Friday*
sobota	*Saturday*
codziennie	*daily*
jutro	*tomorrow*

Grammar Help:

The Polish word “pozna**ć**” means to meet, as in to become aquainted with. The word “spotyka**ć** si**ę**” means to meet, as in to have a meeting

Even though “w” in Polish means “in” they use the preposition “in” to explain on which day of the week they are speaking. Example - in Monday (instead of on Monday)

Review:

You should extend a commitment every lesson you teach. This is part of your purpose to “invite others to come unto Christ” With your companion, practice extending your next commitment for your investigator in order to help them come closer to Christ

Invite to pray/ponder:

subject and verb	verb	prep. phrase	direct object
Czy będziesz *Will you*	**się modlić** *pray*	**na temat** *on the subject of*	**Józefa Smitha?** *Joseph Smith?*
	zastanawiać się *reflect*		**chrztu?** *baptism?*
	pytać Boga *ask God*		**Księgi Mormona?** *the Book of Mormon?*
	szczerze myśleć *sincerely think*		**tego, czego nauczaliśmy?** *what we have taught?*
			twojego pytania? *your question?*
			Planu Zbawienia? *the Plan of Salvation?*

Other invitations (imperfective):

subject and verb	verb	direct object	time modifier
Czy będziesz *Will you (continually)*	**czytać** *read*	**Księgę Mormona** *the Book of Mormon*	**codziennie?** *daily?*
	się spotykać *meet*	**z nami** *with us*	**dwa razy w tygodniu?** *twice a week?*
	chodzić *go*	**do kościoła** *to church*	**w każdą niedzielę?** *each Sunday?*

Other invitations (perfective):

subject and verb	direct object	time modifier
Czy pójdziesz *Will you go*	**do kościoła** *to church*	**w tę niedzielę?** *this Sunday?*
Czy przeczytasz *Will you read*	**ten rozdział** *this chapter*	**jutro?** *tomorrow?*
Czy spotkasz się *Will you meet*	**z nami** *with us*	**w następną środę?** *next Wednesday?*
Czy zostaniesz *Will you become*	**ochrzczony(-a)** *baptized (feminine)*	**za dwa tygodnie?** *in two weeks?*

Pre-class Preparation:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

nouns	
przedmowa	*introduction*
rozdział	*chapter*
werset	*verse*
chrzest	*baptism*
kapłaństwo	*priesthood*
nawrócenie	*conversion*
myśl	*thought*
obawa	*concern*

verbs	
otworzyć	*to open*
myśleć	*to think*
wierzyć	*to believe*
rozumieć	*to understand*

question words	
co?	*what?*
jaki?	*what kind?*

Review:

Choose at least one verse from the scriptures to share in your next lesson and practice introducing it with your companion.

Give a reference:

request	book	chapter	#	verse	#
Proszę otwórz *Please open*	**Księgę Almy** *Alma*	**rozdział** *chapter*	**pierwszy** *first*	**werset** *verse*	**siósty** *sixth*
	Księgę Mosjasza *Mosiah*		**drugi** *second*		**siódmy** *seventh*
	Nauki i Przymierza *Doctrine & Coventants*		**trzeci** *third*		**ósmy** *eighth*
	trzeci Nefi *Third Nephi*		**czwarty** *fourth*		**dziewiąty** *nineth*
	przedmowę *the introduction*		**piąty** *fifth*		**dziesiąty** *tenth*

Teach for understanding:

according	noun	what	verb	prep.	noun
Według *According*	**tego wersetu** *to this verse*	**co** *what*	**myslisz** *do you think*	**o** *about*	**chrzcie** *baptism*
	tego fragmentu *to this fragment*				**kaplanstwie** *priesthood*
	tego, co prorok powiedział *to what the prophet said*		**rozumiesz** *do you understand*		**nawroceniu** *conversion*

Apply the scripture:

like	noun	you will feel	direct object	when	verb
Jak *Like*	**Nefi** *Nephi*	**będziesz czuc** *you will feel*	**Ducha Świętego** *Holy Ghost*	**kiedy** *when*	**będziesz się modlić** *you pray*
	Chrystus *Christ*		**pocieszenie** *comfort*		**będziesz czytać pisma święte** *read the scriptures*
	ci ludzie *these people*		**miłość Boga** *love of God*		**zostaniesz ochrzczony** *you are baptized*

question	verb	noun
Jakie *what kind*	**masz** *you have*	**pytania?** *questions?*
		myśli? *thoughts?*
		obawy? *concerns?*

Pre-class Preparation:

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

nouns	
wiara	*faith*
pisma święte	*scriptures*
miłość	*love*
ciało fizyczne	*physical body*
radość	*joy*
spokój	*peace*

verbs	
dowiedzieć się	*to find out*
wiedzieć	*to know**
znać	*to know***
rozumieć	*to understand*
istnieć	*to exist*
zdecydować	*to decide*
zaczynać	*to begin*
podążać	*to follow*
studiować	*to study*
słyszeć	*to hear*
prowadzić	*to guide*
kochać	*to love*

question words	
kiedy?	*when?*
jak?	*how?*

adjectives	
prawdziwy	*true*
ważny	*important*

Grammar Help:

*There are two words in Polish that mean “to know.” The word “wiedzie**ć**” is to have knowledge of something (when saying “I know that this is true” or “I know that I’m not perfect”), pretty much anytime that you could say “I know ***that*** _____”

**The word “znać” is to know a person or be familiar with a concept (“God knows me” or “Do you know this story?”)

Review:

Practice telling the Joseph Smith story to your companion

Introducing the experience:

subject	wanted	verb	phrase
Józef Smith *Joseph Smith*	**chcia(ł)(łem)(łam)** *wanted(he)(I)(I feminine)*	**wiedzieć,** *to know,* **rozumieć,** *to understand,* **dowiedzieć się,** *find out,*	**który kościół jest prawdziwy** *which church is true.*
Ja *I*			**czy istnieje Bóg** *if God exists.*
			czy Jezus mnie zna *if Jesus knows me*

sub.	past tense verb	verb + noun
On *He*	**zdecydowa(ł)(łem)(łam)** *decided (he)(I)(I feminine)*	**uczestniczyć w kosciele.** *to attend church.*
		podążać za słowem Bożym. *to follow God's word.*
		modlić się do Boga. *to pray to God.*
Ja *I*	**zacz(ął)(ałem)(ęłam)** *began (he)(I)(I feminine)*	**studiować pisma święte.** *to study the scriptures.*
		pokładać wiarę w Chrystusa. *to demonstrate faith in Christ.*

dlatego
that is why
więc
so

Explaining what happened:

subject	verb	object
On *He*	**zobaczy(ł)łem)(łam)** *saw (he)(I)*	**Boga i Jezusa Chrystusa** *God and Jesus Christ.*
Ja *I*	**czu(ł)(łem)(łam)** *felt (he)(I)(I feminine)*	**miłość Boga** *God's love.*

transi-tion	pron.	past verb	phrase
Dzięki temu *Thanks to that,*	**on** *he*	**dowiedzia(ł)(łem)(łam) się, że** *found out (feminine), that*	**Bóg ma ciało fizyczne.** *God has a physical body.*
	ja *I*		**Bóg odpowiada na modlitwy** *God answers prayers.*
			pisma święte są ważne *the scriptures are important.*

Applying the experience:

adverb	---	verb	that	subject	verb	object
Przed tym, *Before that,*	**on** *he*	**dowiedzia(ł)(łem)(łam) się,** *found out (he)(I)(I feminine)*	**że** *that*	**Bóg** *God*	**słyszy** *hears*	**swoje dzieci.** *His children.*
Potem *After that,*	**ja** *I*	**rozumia(ł)(łem)(łam),** *understood (he)(I)(I feminine)*			**prowadzi** *leads*	**mnie.** *me.*
Podobnie, *Similarly,*	**możesz** *you can*	**dowiedzieć się,** *find out* **rozumieć,** *understand*		**Jezus Chrystus** *Jesus Christ*	**błogosławi** *blesses*	**nas.** *us.*
					kocha *loves*	**Cię.** *you.*

question	verb	noun
Kiedy *When*	**czu(łeś) (łaś)** *(have) you felt(masculine) feminine)*	**miłość?** *God's love?*
		Ducha Świętego? *the Holy Ghost?*
Jak *How*		**radość?** *joy*
	czujesz *(do) you feel*	**spokój w sercu?** *peace in the heart?*

State of Being - Być

Tak,
Yes

Nie,
No

Czy
?

Bóg *God*			**jest** *is*		**Ojcem Niebieskim.** *Heavenly Father.*
Ja *I*	**My** *We*	**(nie)** *(not)*	**jestem** *(I) am*	**jesteśmy** *(we) are*	**bratem** *brother*
Ty *You*	**Wy** *You (plural)*		**jesteś** *(you) are*	**jesteście** *(you) are*	**Synem Bożym** *Son of God*
On/Ona/Ono *He/She/It*	**Oni/One** *They/They (fem.)*		**jest** *(he/she/it) is*	**są** *(they) are*	**świadkiem** *witness*
Bóg *God*	**Wszyscy** *everyone*				**Ojcem** *Father*
Jezus Chrystus *Jesus Christ*					**Zbawicielem** *Savior*
Duch Święty *Holy Ghost*					**dzieckiem Boga** *child of God*
Szatan *Satan*					**siostrą** *sister*
Kto *Who*					**rodziną** *family*
					kochający *loving*
					dziećmi Bożymi *children of God*

?

Czy wszyscy ludzie są dziećmi Bożymi?
Are all people children of God?
Tak, wszyscy ludzie są dziećmi Bożymi.
Yes, all people are children of God.

Czy Szatan jest kochający?
Is Satan loving?
Nie, Szatan nie jest kochający.
No, Satan is not loving.

Kto jest Ojcem Niebieskim?
Who is Heavenly Father?
Bóg jest Ojcem Niebieskim.
God is Heavenly Father.

Function: Asking about and expressing a state of being
Context: Testifying of the nature of Heavenly Father and Jesus Christ

Scenario

You and your companion are walking towards your next appointment. On your way you notice a young man around 19 years old sitting on the sidewalk up ahead. As you walk you realize that he's been watching you and when you are close enough he signals for you to come over. He asks, "I've seen you guys walking around lately. I have heard that you teach people about God. Who is He?"

1. Practice: In pairs, have one missionary take the role of the young man and the other fill the role of the missionary. Have them practice discussing who God and Jesus Christ are. In the meantime, the teacher should be moving around among the missionaries encouraging and giving help when necessary.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

• You are meeting with a young family, and early on in your conversation the mother says, "I'm confused about all the different things I hear about God. Tell me what you believe about Him."

• You are riding on a city bus, sitting next to two women who are taking about how confusing and difficult life is. You feel impressed to share with them the truth about who they really are and who their Heavenly Father is.

Type I Verbs – Ending in ać

	Czytam *I read*		Księgę Mormona *the Book of Mormon.*	
Tak, *Yes,* **Nie,** *No,* **Czy** *?*	**(nie)** *(not)*	**Grać** *To play*		**w piłkę nożną** *soccer*
		Kochać *To love*	**-m** | **-my** **-sz** | **-cie**	**Polaków** *Poles*
		Śpiewać *To sing*	**-** | **-ją**	**w kościele** *in church*
		Rozmawiać *To converse*		**z wszystkimi** *with everyone*
		Nauczać *To teach*		**na gitarze** *on the guitar*
		Czytać *To read*		**wszystkim** *to everyone*
				Księgę Mormona *the Book of Mormon*
				ewangelię Chrystusa *gospel of Christ*
				w koszykówkę *basketball*
				Biblię *Bible*

?

Czy nauczacie Polaków?
Do you all teach Poles?
Tak, nauczamy Polaków.
Yes, we teach Poles.

Czy grasz w piłkę nożną?
Do you play soccer?
Tak, gram w piłkę nożną.
Yes, I play soccer.

Czy czytają Biblię?
Do they read the Bible?
Nie, nie czytają Biblii.
No, they don't read the Bible.

Drop the ć ending and add the appropriate Type I verb ending.

Function: Asking about and describing actions and events
Context: Explaining what you like to do/what you do in Poland as a missionary

Scenario

While contacting in a park, a couple of young kids walk by having just finished a soccer game. One of the kids eyes your badge while passing, and after a few steps comes back and says “I’ve seen you missionaries a lot. You seem like cool people. Tell me about yourself. What are you doing here in Poland?"

1. Practice: In pairs, have one missionary take the role of the young man and the other fill the role of the missionary. Have them practice introducing themselves.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

The Relief Society president comes up to you with a woman you’ve never seen before at Church and begins to introduce her. Seizing the opportunity, you get to know the woman, explaining a bit about yourself and your calling.

Type III Verbs – a) ending in ować, ywać or b) pić, bić, żyć, etc.

Tak,
Yes,
Nie,
No,
Czy
?

Żyjemy
We live

Powstrzymywać się (*)
to abstain

studiować
to study

żyć
to live

pić
to drink

uję	**ujemy**
ujesz	**ujecie**
uje	**ują**

ję	**jemy**
jesz	**jecie**
je	**ją**

zdrowo
healthily.

(od*) picia alkoholu/kawy
from drinking alcohol/coffee
(od*) palenia
from smoking
pisma święte
the scriptures
zdrowo
healthily
wodę, mleko, sok
water, milk, juice
szczęśliwie
happily
słowa proroków
words of the prophets

?

Czy powstrzymujecie się od palenia?
Do you all abstain from smoking?
Nie, nie powstrzymujemy się od palenia.
No, we don't abstain from smoking.
Tak, powstrzymujemy się od palenia.
Yes, we abstain from smoking.

Czy pijesz alkohol?
Do you drink alcohol?
Nie, nie piję alkoholu.
No, I don't drink alcohol.
Tak, piję alkohol.
Yes, I drink alcohol.

For verbs with the ending of -ować or -ywać, remove that ending and add appropriate type III ending including the u.
For small verbs like pić, remove the ć and add appropriate type III ending excluding the u.

Function: Asking about and describing actions and events
Context: Teaching the Word of Wisdom

Scenario

Ryszek (Irena) has met with you a few times, and just last night sent you an SMS asking several questions about the Word of Wisdom after one of his (her) friends told him that “Mormoni” can’t drink any alcohol or coffee. He (she) is confused, but respects you and is willing to listen to anything you have to teach him (her). Help them understand what exactly the Word of Wisdom is and why it is important.

1. Practice: In pairs, have one missionary take the role of the investigator and the other fill the role of the missionary. Have them practice teaching about the Word of Wisdom.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

A member has asked you to come to their home and talk to their non-member son about the gospel. She confides in you that he is curious to know more about the gospel, but is very unsure about the Word of Wisdom because he is addicted to coffee. Help him understand the importance of this commandment.

Type II Verbs – Ending in ić, yć, or eć

	Modlimy się *We pray*			**do Boga.** *to God.*
Tak, *Yes,* **Nie,** *No,* **Czy** *?*	**(nie)** *(not)*	**Modlić się** *To pray* **Wierzyć** *To believe* **Mówić** *To say* **Prosić** *To ask*	**-ę** | **-my** **-sz** | **-cie** **-** | **-ą**	**własnymi słowami** *with our own words* **że Bóg nas słucha** *God listens to us* **z szacunkiem** *with respect* **o to, czego potrzebujemy** *for what we need.* **szczerze** *sincerely* **pokornie** *humbly* **do Boga** *to God*

?

Czy modlisz się do Ojca Niebieskiego?
Do you pray to Heavenly Father?
Tak, modlę się do Ojca Niebieskiego.
Yes, I pray to Heavenly Father.
Nie, nie modlę się do Ojca Niebieskiego.
No, I do not pray to Heavenly Father.

Drop the entire ending (ić, etc.) in 1st pers. singular and 3rd pers. plural, but drop only ć for other conjugations.
Ex. wierzę – I believe, but wierzysz – you believe (1st pers. singular lost yć, but 2nd pers. singular lost only ć.
Verbs with last consonant from bottom row of softening chart (p, b, f, n, m, w) keep i in all conjugations, even at 1st pers. singular and 3rd person plural.
Ex. mowię – I speak, and mowisz – you speak (both the 1st pers. singular and 2nd pers. singular kept the i).
Verbs ending with eć, if the last consonant is rz, ż, sz, or cz, the e is replaced with a "y". If the last consonant is anything else, e is replaced with i.
Ex. słyszysz – you hear, but myślisz – you think (because last consonant of słyszeć is sz, e is replaced with y. For myśleć, e is replaced with i.
Verbs with si as last consonant (prosić, głosić), si changes to sz in 1st pers. singular and 3rd pers. plural.
Ex. prosić – to ask, proszę – I ask, prosisz – you ask

Function: Asking about and describing actions and events
Context: Teaching about prayer

Scenario

You are teaching Kamila (Kamil), a 28 year old from the deep south of Poland who has recently moved to Warszawa and made friends with a couple members of the church. Her (his) member friends have talked to her (him) about the church, and the topic that most obviously interests her (him) is prayer. The member friends bring her (him) to you and your companion. After a few minutes of discussion, she (he) openly states “I’ve never actually said a prayer before. I’ve read them quietly to myself out of prayer books and the Psalms, but I’ve never actually prayed myself. I don’t even think I would know how if I tried…” Teach Kamila (Kamil) the importance of daily communication with Father in Heaven, and help her (him) understand how she (he) too can pray to God and reap the blessings that await her.

1. Practice: With one missionary taking the role of Kamila (Kamil) and the other the missionary, have them discuss, testify, invite and promise blessings.

2. Re-practice: The missionaries will switch roles, and rotate practice companions and repeat the activity.

Additional Scenario(s)

Last week the teacher of the Gospel Essentials class asked you to teach for her on the topic of prayer. After you finish the lesson, a newly baptized member of the Church asks if he (she) can ask you a few questions about prayer. Take a few minutes to listen to and discuss his (her) questions. Discuss the importance of daily prayer, how it can help each of us receive personal revelation, and what it means for all of us. One missionary take the role of the class member and the other the missionary.

Conceptual Practice: Polish vs. English Present Tense Verb Conjugation

Present tense in Polish encompasses all of the forms of English present tense seen below. Practice deciding how to say the example sentences in Polish and what English words will be omitted when said in Polish.

1. I read the Bible.
2. I am reading the Bible.
3. I do read the Bible.
4. I have been reading the Bible daily.
5. We pray daily.
6. Do you pray?
7. They are praying.
8. I speak Polish.
9. You are speaking Polish.
10. Why do you speak Polish?
11. Do you speak Polish?
12. I do speak Polish.
13. I am serving on a mission.
14. I serve the Polish people.
15. Do you have a testimony?
16. You do have a testimony.
17. Are you a member?
18. I am a member.
19. How long have you been a member?
20. I am here as a missionary.
21. I have been here for two months.
22. I am having some concerns.
23. Are you having any problems?
24. Do you have any questions?
25. They have questions.
26. We are reading the Book of Mormon.
27. Do they seek the truth?
28. Are you reading the Book of Mormon?
29. They seek the truth.
30. Do you know English?
31. He understands.
32. They are seeking the truth.
33. I know English because I am American.
34. Do you understand?
35. Are you understanding?
36. We are praying daily.
37. I hear it.
38. Are you praying daily?
39. Are they seeking the truth?
40. Are you praying?
41. Do you hear me?
42. I hear you.
43. Are you hearing this?
44. I play soccer.
45. Do you play sports?
46. What do you do in your free time?
47. She understands well.
48. I do play sports.
49. We are praying daily.
50. What are you thinking?

Past Tense

Tak, *Yes,*
Nie, *No,*
Czy *?*

Józef Smith *Joseph Smith*			**zobaczył** *saw*			**Boga i Jezusa Chrystusa** *God and Jesus Christ.*
***Ja** *I*	**My** *We*	**(nie)** *(not)*	**ukazać się** *appeared*	**łem** (m) / **łam** (f)	**liśmy** (m) / **łyśmy** (f)	**Józefowi Smithowi** *to Joseph Smith*
Ty *You*	**Wy** *You (pl/formal)*		**porozmawiać** *conversed*	**łeś** (m) / **łaś** (f)	**liście** (m) / **łyście** (f)	**Józefa Smitha ewangelii** *Joseph Smith the gospel*
On *He*	**Oni** *They*		**być** *was*	**ł** (m)	**li** (m)	**aby wiedzieć, który kościół jest prawdziwy** *in order to know which church is true*
Ona *She*	**One** *They (f)*		**nauczać** *taught*	**ła** (f)	**ły** (f)	**z Bogiem** *with God*
Ono *It*			**pomodlić się** *prayed*	**ło** (n)	**ły** (n)	**z młodym chłopakiem** *with a young boy*
Józef Smith *Joseph Smith*			**zobaczyć** *saw*			**Boga i Jezusa Chrystusa** *God and Jesus Christ*
Bóg *God*						**aby poznać prawdę** *in order to know the truth*
Jezus Chrystus *Jesus Christ*						

?

Czy Bóg ukazał się Józefowi Smithowi?
Did God appear to Joseph Smith?
Tak, Bóg ukazał się Józefowi Smithowi.
Yes, God appeared to Joseph Smith.

Czy pomodliłeś się aby poznać prawdę?
Did you pray to know the truth?
Tak, pomodliłem się aby poznać prawdę.
Yes, I prayed to know the truth.
Nie, nie pomodliłem się aby poznać prawdę.
No, I did not pray to know the truth.

**Subject pronouns (ja, ty, on, etc.) are usually omitted.*
To form the past tense, remove the ć and add the correct past-tense ending.

Function: Asking about and describing actions and events
Context: Sharing the Joseph Smith story

Scenario

Michał (Marlena) is a referral from a member named Jan. Jan explained that Michał saw something on TV about Joseph Smith and has been asking him about it, so he invited him to a meeting with the missionaries so they could answer his questions.

1. Prepare: Give the missionaries a couple of minutes to practice with their companion how they would explain Joseph Smith's first vision to Michał (Marlena). Encourage them to think about their own experience in gaining a testimony of Joseph Smith and prepare to share what they did to gain that testimony.

2. Practice: Put the missionaries in groups of three, not necessarily with their companions. Have each missionary take a turn as Michał (Ełżbieta), Jan (Patrycja) or the missionary. The missionary will explain the Joseph Smith story, including asking and answering questions about Joseph Smith. Jan (Patrycja) will bear his (her) testimony of Joseph Smith and explain how he (she) knows it is true.

3. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

• You met a young man (woman) in the park and introduced yourselves to him (her). He says "I don't want to be rude, but religion is something for my grandparents. I don't really care if God talked to some old men 2,000 years ago. Nobody really believes God talks to us today, so why should I spend my time worrying about it?" In groups of two, have missionaries take turns playing the missionary and the potential investigator and tell about Joseph Smith's first vision.

• With additional study and vocabulary, missionaries can teach the entire restoration.

Perfective Future Tense

		Przeczytam		**ten rozdział z Księgi Mormona**	
		I will read		*this chapter from the Book of Mormon.*	
Tak,	**(nie)**	**Pomodlić się**	**na temat**	**przywrócenia**	?
Yes,	*(not)*	*To pray*	*on the topic of*	*the Restoration*	
Nie,		**Porozmawiać**		**Józefa Smitha**	
No,		*To converse*		*Joseph Smith*	
Czy		**Przeczytać**		**prawdziwości Księgi Mormona**	
?		*To read*		*the truthfulness of the Book of Mormon*	
		Przyjść		**do kościoła**	
		To come		*to church*	
		Nauczyć się		**na zajęcie**	
		To learn		*to the activity*	
		Poprosić		**o odpowiedź**	
		To ask		*for an answer*	
				ten rozdział z Księgi Mormona	
				this chapter from the Book of Mormon	
				codziennie	
				daily	

Czy przyjdziesz z nami do kościoła?
Will you come with us to church?
Tak, przyjdę z wami do kościoła
Yes, I will come with you to church.
Nie, nie przyjdę z wami do kościoła
No, I will not come with you to church .

To use perfective future simply conjugate the perfective verb in its present tense with Type I, Type II, or Type III endings

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Extend commitment invitations

Scenario

While discussing his upcoming baptism, your investigator, Miłosz (Monika), expresses the concern that he (she) has not yet received an answer about whether the Book of Mormon is true or not.

1. Practice: You will work in groups of 3-4 missionaries according to the following roles:

Missionaries A&B: You will play the role of the missionaries.
- Ask Miłosz (Monika) about what he (she) has been doing to strive to receive an answer.
- Commit Miłosz (Monika) to read and pray daily to receive an answer.
- Promise Miłosz (Monika) blessings (i.e. “If you will…, then…”).

Missionary C: You will play the role of Miłosz (Monika).
- Answer the missionaries’ questions sincerely.

(Missionary D): You will play the role of Brother Slagowski, the elders’ quorum president.
- Share testimony with Miłosz (Monika) and give him (her) support.
- Share how you found out that the Book of Mormon is true.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

You are teaching a new investigator family, the Hermanowie, about praying daily as individuals and as a family. Brother Janusz Herman has already prayed at the end of your lessons twice and feels quite strongly about the power of prayer.

1. Practice: Teach the family about the principle “Pray often”, and commit them to kneel and pray daily as individuals and as a family. Promise them blessings that they will receive if they do this faithfully.

Future Tense – Imperfective vs. Perfective

			Będę *I will*	czytał *read*	Księgę Mormona *the Book of Mormon*	codziennie. *daily.*	
Tak, *Yes,* **(Nie,)** *(No,)* **Czy** *?*	**(nie-)** *(not)*	*(future być)*	**Będę** *I will be*	**Będziemy** *We will be*	***czyta(ł)(ła)(ło)(li)(ły)** *to read* **się modli(ł)(ła)(ło)(li)(ły)** *to pray*	**Księgę Mormona** *the Book of Mormon* **Biblię** *the Bible* **do Boga** *to God*	**codziennie** *daily* **co wieczór** *every evening* **często** *often*	?
			Będziesz *You (sing.) will be*	**Będziecie** *You (pl.) will be be*				
			Będzie *He/She/It will be*	**Będą** *They will*				

(**Przeczytać** – *to read*)

***Przeczytam** *I will read*	**Przeczytamy** *We will read*	**ten werset** *this verse*	**teraz** *now*
Przeczytasz *You will read*	**Przeczytacie** *You will read*	**rozdział 10** *Chapter 10*	**dziś wieczorem** *tonight*
Przeczyta *He/She will read*	**Przeczytają** *They will read*	**dwa rozdziały** *two chapters*	**jutro** *tomorrow*
			w Niedzielę *on Sunday*

(**Pomodlić się** – *to pray*)

Pomodlę się *I will pray*	**Pomodlimy się** *We will pray*	**do Boga** *to God*
Pomodlisz się *You will pray*	**Pomodlicie się** *You will pray*	**o Józefie Smithie** *about Joseph Smith*
Pomodli się *He/She will pray*	**Pomodlą się** *They will pray*	**na temat Księgi Mormona** *about the Book of Mormon*

Czy będziesz się modlił do Boga co wieczór?
Will you pray to God every evening?
Tak, będę się modlił do Boga co wieczór.
Yes, I will pray to God every evening.
Nie, nie będę się modlił do Boga co wieczór.
No, I will not pray to God every evening.

Czy przeczytacie rozdział 32 jutro?
Will you all read chapter 32 tomorrow?
Tak, przeczytamy rozdział 32 jutro.
Yes, we will read chapter 32 tomorrow.
Nie, nie przeczytamy rozdziału 32 jutro.
No, we will not read chapter 32 tomorrow

**Future być (będę) is used with the imperfective verb (e.g. czytać) implying that it will be done multiple times in the future. The conjugated perfective verb (e.g. przeczytać) implies being done in the future one time. Perfective verbs CANNOT be used with the future form of być - example będę przeczytał is wrong.*

Function: Narrating expreriences and telling stories
Context: Extending and receiving commitments

Scenario

You are nearing the end of your first lesson with Agnieszka and Piotrek. When you first met them on the tramwaj, they were very warm and open to your message. Thus far, they seem to have received everything you have taught very well. You focused on the importance of receiving revelation through prayer and the Book of Mormon. Invite them to make and keep commitments so that they can gain a personal testimony.

1. Practice: In pairs, with one missionary taking the role of Agnieszka (Piotrek), the missionaries will practice inviting Agnieszka (Piotrek) to make and keep commitments that will help her (him) gain a testimony. Using the grammar principle and vocabulary of this lesson plus principles and vocabulary from any previous lessons, have the missionaries invite her (him) to do these things and promise appropriate blessings.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You have been teaching two brothers (sisters), Ryszard and Krzysztof (Renata and Krystyna), for a couple of weeks now. In this visit, you have just taught them about eternal families and the importance of family prayer. Promise them blessings that can be theirs as they hold regular family prayer, testify, and invite them to gain a testimony by committing to daily family prayer.

Conceptual Practice: Past, Present, Future Tense Verb Conjugation

Practice deciding whether the sentence requires an imperfective or perfective verb. The teacher will read the sentence out loud, and the missionaries will give the answer. Missionaries will also explain why.

1. Will you read the Book of Mormon every day?
2. Can we stop by tomorrow night?
3. Yes, I will read this chapter tonight.
4. The Holy Ghost teaches truth.
5. We pray daily.
6. Will you say the closing prayer?
7. I read that chapter last night.
8. Will you hold regular family prayer?
9. The Atonement provides a way to repent.
10. Do you go to church?
11. Christ established His Church.
12. Will you live the Law of Tithing?
13. God prepared a plan for us.
14. I prayed, and God answered my prayer.
15. Do you pray?
16. God called a prophet in our time.
17. Will you come to Church on Sunday?
18. I'll come at 7 o'clock.
19. Will you read this verse?
20. She works every day.
21. We are reading the Book of Mormon.
22. They drink and smoke.
23. Heavenly Father blesses us for obedience.
24. Why do you pray?
25. We can return to live with God.
26. Christ gave his apostles authority.
27. A modern prophet gives us council.
28. The gospel strengthens families.
29. Do you believe in God?
30. The prophet directs the Church today.
31. She'll read the pamphlet before Friday.
32. Joseph studied the Bible to find the truth.
33. Will you invite your friend to come?
34. We strive to follow the Spirit.
35. Are they reading the Book of Mormon?
36. I will learn the First Vision in Polish.
37. What happened?
38. We'll stop by Saturday morning.
39. God calls prophets in every dispensation.
40. If you will pray, God will answer you.

Motion Verbs – to go (by foot)

Tak, *Yes,*
Nie, *No,*
Czy *?*

	Chodzimy *We go*	**do kościoła** *to church*	**co tydzień.** *every week.*

	chodzić		**do kościoła**	**co tydzień**
	chodzę	**chodzimy**	*to church*	*every week*
Indeterminate	**chodzisz**	**chodzicie**	**do domu**	**codziennie**
	chodzi	**chodzą**	*(to) home*	*daily*
			na spotkanie	**w niedzielę**
	iść		*to the meeting*	*on Sunday*
	idę	**idziemy**	**do kaplicy**	**za godzinę**
Imperfective	**idziesz**	**idziecie**	*to the chapel*	*in an hour*
	idzie	**idą**	**na dworzec**	**z moim bratem**
			to the train station	*with my brother*
	pójść		**do szkoły**	**dziś wieczorem**
	pójdę	**pójdziemy**	*to school*	*tonight*
Perfective	**pójdziesz**	**pójdziecie**	**do sklepu**	**o dziewiątej**
	pójdzie	**pójdą**	*to the store*	*at 9 a.m.*

?

Czy pojdziesz do kościoła?
Will you go to church?
Tak, pojdę do kościoł
Yes, I will go to church.
Nie, nie pojdę do kościoł
No, I will not go to church.

Rule: ***Indeterminate*** *–frequentative, repetitive, habitual.* ***Imperfective*** *– incomplete action.* ***Perfective*** *– single action to be completed in past, present, or future.*

Function: Asking about and describing actions and events
Context: Discussing church attendance and commitment

Scenario

You are meeting with your investigator, Jan (Janina), who has accepted a baptismal invitation. He (she) knows that attending church meetings is important in preparing for baptism. Ask questions to confirm which meetings Jan (Janina) is planning to attend, both this week and regularly.

1. Practice: In pairs, with one missionary taking the role of Jan (Janina) and the other taking the role of the missionary, have the missionaries practice asking Jan (Janina) what meetings he (she) will attend. If there are important meetings he (she) will not be attending this week, find out why and seek to find a solution.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

• You are meeting with a member who has told you that he (she) is struggling to maintain a strong testimony. You feel that it's important to find out about his (her) patterns in church attendance and other activities. Ask questions to find out how often the member attends meetings. Extend an invitation to attend regularly if needed.

• At District Conference (Stake Conference) you see a recent convert from an area you served in previously. You're excited to see him (her) and want to follow up on his (her) activity in the church. Ask questions to find out what meetings he (she) attends regularly and what he (she) is learning.

Motion Verbs – to go (by vehicle)

	Jeździmy		**do kościoła**	**co tydzień.**
	We go		*to church*	*every week.*
	jeździć		**do kościoła**	**co tydzień**
	jeżdżę	**jeździmy**	*to church*	*every week*
Indeterminate	**jeździsz**	**jeździcie**	**do domu**	**codziennie**
	jeździ	**jeżdżą**	*(to) home*	*daily*
			na spotkanie	**autobusem**
	jechać		*to the meeting*	*by bus*
	jadę	**jedziemy**	**do kaplicy**	**tramwajem**
Imperfective	**jedziesz**	**jedziecie**	*to the chapel*	*by tram*
	jedzie	**jadą**	**na dworzec**	**rowerem**
			to the train station	*by bike*
	pojechać		**do szkoły**	**pociągiem**
	pojadę	**pojedziemy**	*to school*	*by train*
Perfective	**pojedziesz**	**pojedziecie**	**do Krakowa**	**samochodem**
	pojedzie	**pojadą**	*to Kraków*	*by car*

Tak,
Yes,
Nie,
No,
Czy,
?

?

Czy jedziecie na spotkanie autobusem?
Are you going to the meeting by bus?
Tak, jedziemy na spotkanie autobusem.
Yes, we are going to the meeting by bus.
Nie, jedziemy na spotkanie tramwajem.
No, we are going to the meeting by tram.

Rule: ***Indeterminate*** *–frequentative, repetitive, habitual.* ***Imperfective*** *– motion in progress.* ***Perfective*** *– single action to be completed in past, present, or future.*

Function: Asking about and describing actions and events
Context: Discussing church attendance and commitment

Scenario

You are meeting with your investigator, Jan (Janina), who has accepted a baptismal invitation. He (she) knows that attending church meetings is important in preparing for baptism. Ask questions to confirm which meetings Jan (Janina) is planning to attend, both this week and regularly.

1. Practice: In pairs, with one missionary taking the role of Jan and the other taking the role of the missionary, have the missionaries practice asking Jan what meetings he will attend. If there are important meetings he will not be attending this week, find out why and seek to find a solution.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

• You are meeting with a member who has told you that he/she is struggling to maintain a strong testimony. You feel that it's important to find out about his/her patterns in church attendance and other activities. Ask questions to find out how often the member attends meetings. Extend an invitation to attend regularly if needed.

• At District Conference (Stake Conference) you see a recent convert from an area you served in previously. You're excited to see him/her and want to follow up on his/her activity in the church. Ask questions to find out what meetings he/she attends regularly and what he/she is learning.

Conceptual Practice: Mianownik, Dopełniacz, Narzędnik and Biernik Cases

Practice deciding to which case each word in the sentence belongs. Mianownik (Nominative) case is for sentences subjects, and sentences involving the verb “byc“ that do not rename; Dopełniacz (Genitive) case is the possessive and “of” case; Narzędnik (Instrumental) case is the “renaming” and “by the means of” case; and Biernik (Accusative) case is the “direct object” case. Write the appropriate case(s) next to the sentence.

1. I am a missionary.
2. God is our Heavenly Father.
3. The Church of Jesus Christ is true.
4. The Holy Ghost is a guide.
5. The gift of the Holy Ghost is precious.
6. God loves us because we are His children.
7. We can know that the Book of Mormon is true.
8. Heavenly Father sent His Son.
9. Baptism symbolizes the death and resurrection of Jesus Christ.
10. Repentance is the second principle of the Gospel.
11. We must continually develop Christ-like attributes.
12. The Holy Ghost tells us the truth.
13. God promises us blessings.
14. I have a testimony of Jesus Christ.
15. Do you have a copy of the Book of Mormon?
16. Can we go by tramwaj to church?
17. We are God’s children.
18. They want to know the truth.
19. The purpose of this life is to prepare to meet God.
20. We are members of the Church of Jesus Christ.
21. Will you read this chapter?
22. We can return to God’s presence.
23. The Spirit will tell you what you should do.
24. God gives prophets authority to perform ordinances.
25. Adam was the first prophet.
26. People rejected the word of God.
27. Heavenly Father and Jesus Christ revealed themselves to Joseph Smith.
28. Jesus Christ called apostles.
29. Joseph Smith translated the Book of Mormon.
30. They revealed the truth to Joseph Smith.
31. The Book of Mormon contains the fulness of the Gospel.
32. The Gospel brings us blessings.
33. God gave us the freedom of choice.
34. Charity is the pure love of Christ.
35. Christ’s Atonement provides us the way to repent.
36. Can you bring Marta’s scriptures?
37. The writings of prophets are found in the scriptures.
38. Heavenly Father sent us to earth.

Nominative Case – Mianownik Singular (Subject)

Tak,
Yes,
Nie,
No,
Czy
?

To jest	**prawdziwy**	**kościół.**
This is	*a true*	*church.*
To jest	**dobry**	**misjonarz**
This is	*good*	*missionary*
To nie jest	**prawdziwy**	**prorok**
This is not	*true*	*prophet*
	wielki	**plan**
	great	*plan*
	natchniony	**kościół**
	inpired	*church*
	ważny + *a*	**księga**
	important	*book*
		decyzja
		decision
	święty + *e*	**kapłaństwo**
	holy	*priesthood*
		przesłanie
		message

?

mianownik case endings		
	ADJECTIVE	**NOUN**
MP	*y , i*	*consonant*
M	*y , i*	*consonant*
F	*a*	*a, ość, oc*
N	*e*	*o, e, ę*

Czy to jest natchniony prorok?
Is this an inspired prophet?
Tak, to jest natchniony prorok.
Yes, this is an inspired prophet.
Nie, to nie jest natchniony prorok.
No, this is not an inspired prophet.

Rule: Mianownik is used for the subject of a sentence and when using the phrase „to jest."

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching Lesson 1

Scenario

You are in your first appointment with Łukasz (Lucyna). Discuss with him (her) the potential importance of the gospel, the Book of Mormon, and living prophets in his (her) life using the phrases given, and any other phrases you have previously learned. Help them understand the value of what you have to teach.

1. Practice: Working in companionships, the missionaries will discuss with Łukasz (Lucyna) the message and importance of the gospel. With one missionary taking the role of Łukasz (Lucyna) and the other the missionary, have them discuss, testify, invite and promise blessings.

2. Re-practice: The missionaries will switch roles, and rotate practice companions and repeat the activity.

Additional Scenario(s)

Last week you saw a man with his baby daughter walking through the park, but didn't have the chance to speak with them. You see them again and know that this is your chance to inform him about the beautiful message of the Gospel. With your companion, practice contacting the man and sharing some of the most important things about the gospel, remembering to testify, invite and promise blessings.

Gender and Demonstrative Pronouns

Tak,
Yes,
Nie,
No,
Czy
?

Ten *That (this)*	**brat** *brother*		**jest** *is*	**najstarszy.** *the oldest.*
Ten (Masculine) *That (this)*	**ojciec** *father (masc.)* **brat** *brother (masc.)* **wujek** *uncle (masc.)*	**(nie)** *(not)*	**jest** *is*	**wierzący** *believing* **cierpliwy** *patient* **inteligentny** *intelligent*
Ta (Feminine) *That (this)*	**siostra** *sister (fem.)* **rodzina** *family (fem.)* **matka** *mother (fem.)*			**kochający + -a** *loving* **miły + -a** *kind* **silny + -a** *strong*
To (Neuter) *That (this)*	**niemowlę** *baby (neut.)*			**spokojny + -e** *calm* **czysty + -e** *clean*

?

Czy to niemowlę jest spokojne?
Is that baby peaceful?
Tak, to niemowlę jest spokojne.
Yes, that baby is peaceful.
Nie, to niemowlę nie jest spokojne.
No, that baby is not peaceful.

Czy ta matka jest mądra?
Is this mother wise?
Tak, ta matka jest mądra.
Yes, this mother is wise.
Nie, ta matka nie jest mądra.
No, this mother is not wise.

Function: Asking about and describing objects, people, and their characteristics
Context: Talking about and describing family members

Scenario

A member, Paweł, has invited you over for dinner so that you can meet one of his friends who is not a member. He tells you that the man's (woman's) name is Jakub (Jadwiga) and that he (she) is Catholic, but not practicing. After dinner, Jakub asks you about your family. You pull out a picture and describe each member of your family. You ask him (her) to tell you about his (her) family. Then you share your testimony that God is our Heavenly Father and we are God's children.

1. Practice: Working in pairs, with one taking the role of Jakub (Jadwiga) and the other the missionary, have each of them describe his or her family using the grammar and vocabulary just learned plus any other vocabulary they may already know. Then have the missionary share his or her testimony. Following the practice, have them switch roles and rotate partners, and do the activity a second time. Continue to rotate and re-practice as time allows.

2. Re-practice: Jakub (Jadwiga) was touched by your message. The day after you had the dinner, you receive a text message from him, asking you to describe Heavenly Father. You get a chance to describe Heavenly Father, Jesus Christ, and the Book of Mormon.

Additional Scenario(s)

You meet a middle-aged man (woman) in the park on your way to district meeting. He (she) has never learned about Christ or Heavenly Father. He (she) asks, "What is God like?" Using the grammar from this and previous lessons, teach the man (woman) about Heavenly Father and Jesus Christ and share your testimony.

Accusative Case – Biernik Singular (Direct Object)

Tak,
Yes,
Nie,
No,
Czy
?

Ewangelia		**błogosławi**	**wierną**		**rodzinę.**	
The gospel		*blesses*	*the faithful*		*family.*	
Bóg	**(nie)**	**powołał**	**prawdziwy**	**+ ego**	**prorok**	**+ a**
God	*(not)*	*called*	*true*		*prophet*	
Prorok		**przywrócił**	**młody**		**Józef Smith**	
A prophet		*restored*	*young*		*Joseph Smith*	
Jezus Chrystus		**objawił**	**swój**		**plan**	
Jesus Christ		*revealed*	*his own*		*plan*	
Józef Smith		**założył**			**kościół**	
Joseph Smith		*established*			*church*	
		przeczytał	**stracony**	**+ ą**	**prawda**	**+ ę**
		read	*lost*		*truth*	
		przetłumaczył			**Księga Mormona**	
		translated			*the Book of Mormon*	
		prowadzi	**święty**	**+ e**	**kapłaństwo**	
		guides	*holy*		*priesthood*	
					słowo	
					word	

?

biernik case endings		
	ADJECTIVE	**NOUN**
MP	*ego*	*a*
M	**SAM*	*SAM*
F	*ą*	*ę*
N	*SAM*	*SAM*

Czy ona czyta Biblię?
Does she read the Bible?
Tak, ona czyta Biblię.
Yes, she reads the Bible.
Nie, ona czyta Księgę Mormon
No, she is reading the Book of Mormon.

**SAM means "same as Mianownik" meaning that the same endings are used here that are used in the Mianownik case*
Rule: the Biernik case is used for direct object and after the use of certain prepositions

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching Lesson 1

Scenario

Additional Scenario(s)

You have just met a newly married couple, Marek and Edyta, who were really excited to meet with you, despite their very busy schedule. You finally have found a time to that works for you both, and are so excited! In this visit, teach them about the restoration of the gospel and the importance of this historical event. Testify, promise them blessings that can be theirs as they repent and come unto Christ, and invite them to gain a testimony by committing to come to Church and read the Book of Mormon.

Genitive Case - Dopełniacz Singular (showing possession)

Tak,
Yes,
Nie,
No,
Czy
?

(nie)
not

Mam świadectwo *I have a testimony*	**prawdziwości** *of the truthfulness*	**Księgi** *of the Book*		**Mormona** *of Mormon.*		?
Nauczamy *We teach* **Ludzie nie posłuchali** *People did not listen* **Posłuchasz** *You will listen*	**ewangelii** *the gospel* **słów** *to the words* **przesłania** *to the message*	**żyjący~~y~~** *of the living* **prawdziw~~y~~** *of the true* **nasz** *of our*	**+ ego** **+ ego**	**Jezus Chrystus** *Jesus Christ* **prorok** *prophet* **kościół** *church* **plan Boga** *plan of God*	**+ a** **+ u*, a**	
Józef przeczytał *Joseph read* **Duch Święty jest** *The Holy Ghost is* **Mam świadectwo** *I have a testimony*	**słowa** *the words* **źródłem** *the source* **prawdziwości** *of the truthfulness*	**Swięty~~ty~~** *of the Holy* **cał~~y~~** *of all* **t~~o~~** *of this*	**+ ej** **+ ego**	**Biblia~~a~~** *Bible* **prawd~~a~~** *truth* **przesłanie~~e~~** *message* **przywrócenie~~e~~** *restoration*	**+ y, i**** **+ a**	

biernik case endings		
	ADJECTIVE	**NOUN**
MP	*ego*	*a*
M	*ego*	**u , a*
F	*ej*	***y , i*
N	*ego*	*a*

Czy masz świadectwo żyjącego proroka?
Do you have a testimony of the living Prophet?
Tak, mam świadectwo żyjącego proroka.
Yes, I have a testimony of the living Prophet.
Nie, nie mam świadectwa żyjącego proroka.
No, I don't have a testimony of the living Prophet.

Czy posłuchasz przesłania przywróconej ewangelii?
Will you listen to the message of the restored gospel?
Tak, posłucham przesłania przywróconej ewangelii.
Yes, I will listen to the message of the restoration of the gospel.
Nie, nie posłucham przeslania przywróconej ewangelii.
No, I will not listen to the message of the restoration of the gospel.

**For masculine nouns, there are complex rules determining the addition of "u" vs. "a." Get started by simply memorizing common nouns' declinations.*
***For feminine nouns, if the last consonant is soft, k, or g, it gets i. All other times (hard consonants) it takes y.*
Rule: The Dopełniacz case is used to show posession, quantifiers (a few, a lot), numbers greater than 5, negating (no, not), and after certain verbs and prepositions

Function: Asking about and expressing possession or ownership
Context: Discussing the restored gospel and asking questions

Scenario

You are teaching Bogdan (Bogna) for the first time. Bogdan (Bogna) is very kind to you, but he (she) seems unsure of the immediate, personal importance of the gospel in his life.

1. Prepare: Take a few minutes to think about the testimony you might bear and doctrine you might teach someone in this situation. Add extra vocabulary and phrases as needed. Also, find a scripture that will help him (her) see and feel the blessings and importance of the gospel.

2. Practice: In pairs, each missionary will have a chance to play the role of Bogdan (Bogna) as his or her companion teaches. Promise specific blessings that come from living the gospel, focusing on using the Dopełniacz case and any other familiar grammar and vocabulary.2. Re-practice: Have the missionaries switch roles, rotate practice companions, and repeat the activity a second time.

Additional Scenario(s)

You are visiting a newly baptized member named Edyta (Eugeniusz). As you discuss the changes she's (he's) seen since baptism and confirmation, she (he) hesitantly shares some concerns. Edyta (Eugeniusz) fears that she (he) won't be able to stick to the gospel life she's (he's) committed to live. Bear testimony of the gospel and help her (him) recognize her (his) own testimony, focusing on phrases that use Dopełniacz case. Think of a scripture you can share to help her (him) see the blessings that come from living the gospel.

Instrumental Case - Narzędnik Singular (Być Sandwich)

	Bóg *God*	**jest** *is*	**kochającym** *a wise*		**ojcem** *father*	
Tak, *Yes,* **Nie,** *No,* **Czy** *?*	**Jezus Chrystus** *Jesus Christ* **Józef Smith** *Joseph Smith*	**jest** *is*	**nasz** *our* **kochający** *loving*	**+ im, ym**	**zbawiciel** *savior* **prorok*** *prophet*	**+ em**
	Wiara *Faith* **Bóg** *God*		**ważny** *important* **niezbędny** *essential*	**+ im, ym**	**klucz do objawienia** *key to revelation*	**+ em**
	Modlitwa *Prayer* **Księga Mormona** *The Book of Mormon*		**osobisty** *personal* **szczery** *sincere*	**+ ą**	**rozmowa** *conversation* **droga** *the way*	**+ ą**
			prawdziwy *true* **drugi** *second*	**+ im, ym**	**słowo** *word* **świadectwo** *witness*	**+ em**

?

narzędnik case endings (singular)		
	ADJECTIVE	**NOUN**
MP	*ym, im*	*em*
M	*ym, im*	*em*
F	*ą*	*ą*
N	*ym, im*	*em*

Czy modlitwa jest ważnym kluczem do objawienia?
Is prayer an important key to revelation?
Tak, modlitwa jest ważnym kluczem do objawienia
Yes, prayer is an important key to revelation.
Nie, modlitwa jest niezbędnym kluczem do objawienia.
No, prayer is an essential key to revelation.

Rule: Two nouns sandwich the verb być. Only one of the nouns, plus its adjective, needs to be in the Narzednik case.
** When masculine nouns end in "-k" or "-g," an "-i" is added before the "-em" ex. Prorok + i + em = Prorokiem*

Function: Asking about and describing objects, people, and their characteristics
Context: Bearing testimony

Scenario

You are meeting with a former investigator, Joanna (Jan), who you have called from the area book. She (he) seemed hesitant to meet at first, but decided to take you and your companion up on the offer. After a few minutes of discussion, she (he) reveals to you that she (he) feels strongly that she (he) has had a positive experience with missionaries in the past and feels that this could be the true Gospel of Jesus Christ. However, she feels like she has never really received a firm answer to her prayers, no matter how often or sincerely she prays. Help Joanna (Jan) understand what she (he) can do to receive the answers she desires.

1. Prepare: Take a few minutes to think about how you will explain these things. Be prepared to explain and share experiences to help Joanna (Jan) understand what she (he) can do to receive an answer.

2. Practice: In pairs, each missionary will take turns being the potential investigator or the missionary.

3. Re-practice: Have the missionaries switch roles, rotate practice companions, and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

You are visiting Adam (Ania) for the first time in a new area. He (she) has been meeting with the missionaries weekly up to this point. His (her) teaching record states that he (she) really would like to receive an answer to his (her) prayers, but doesn't know how. Help him (her) understand how to accomplish this.

Instrumental Case - Narzędnik Singular (By the means of)

	Prosimy cię, *We ask Thee*	**abyś pobłogosławił nas** *to us bless*	**Duchem Świętym** *by the means of (with) the Holy Ghost.*
Tak, *Yes,* **(Nie,)** *(No,)*	**Proszę cię** *I ask Thee* **Prosimy cię,** *We ask Thee*	**abyś pobłogosławił nas** *to bless us* **abyś pobłogosławił mnie** *to bless me* **abyś pobłogosławił Jana** *to bless John* **abyś pobłogosławił Ewę** *to bless Eve* **abyś pobłogosławił Proroka** *to bless the Prophet*	**Duchem Świętym** *by the means of (with) the Holy Ghost* **bezpieczeństwem** *by the means of (with) safety* **świadectwem prawdy** *by the means of (with) a testimony of the truth* **zdrowiem** *by the means of (with) health* **miłością bliźniego** *by the means of (with) charity* **wiarą** *by the means of (with) faith* **pilnością** *by the means of (with) diligence*
O co prosisz Boga? *For what do you ask God?*			
	Proszę Boga, *I ask God* **Prosimy go,** *We ask Him*	**aby pobłogosławił mnie** *to bless me* **aby pobłogosławił Jana** *to bless John* **aby pobłogosławił Proroka** *to bless the Prophet*	

?

O co prosisz Boga?
For what do you ask God?
Proszę go, aby pobłogosławił Ewę wiarą.
I ask Him to bless Eve by the means of (with) faith.

O co prosisz Boga?
For what do you ask God?
Proszę go, aby pobłogosławił Jana świadectwem prawdy.
I ask Him to bless John by the means of (with) a testimony of the truth.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Prayer

Scenario

You are nearing the end of your first lesson with Marysia (Marcin), the non-member daughter (son) of the Branch President. The lesson has gone well, and as you near the end, you ask Marysia (Marcin) to pray. She (He) states that she (he) has never prayed before, even though she's (he's) heard her father pray countless times. She (he) isn't sure how to pray, or what to even ask for. She (he) asks you for help and guidance, explaining that she (he) wants to pray, but simply feels embarrassed for not praying before now, and therefore not knowing how to properly do so.

1. Practice:
Missionary A: Express comfort and support for Marysia (Marcin) and help her (him) understand how to pray, as well as what to pray for. Bear testimony of the power of prayer and commit her (him) to daily prayer, and even family prayer.
Missionary B: Play the role of Marysia (Marcin).

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Janusz (Joanna) is an older convert to the Church who has just recently lost his (her) spouse and is struggling with his (her) faith as a result. Comfort Janusz (Joanna) with the message of the Plan of Salvation, reminding him specifically of the nature of our Father in Heaven and Janusz's (Joanna's) ability to communicate with Him through prayer. Encourage him to pray for himself and others in his search for peace and understanding.

Locative Case - Miejscownik Singular

	Księga Mormona *The Book of Mormon*		**świadczy** *testifies*	**o** *about*	**przywróconej** *the restored*		**ewangelii.** *gospel.*	
Tak, *Yes,* **Nie,** *No,* **Czy** *?*	**Księga Mormona** *The Book of Mormon* **Prorok (Prorocy)** *A prophet (prophets)* **Biblia** *The Bible* **Pisma Święte** *The scriptures*	**(nie)** *(not)*	**świadczy (świadczą)** *testifies* **naucza (nauczają)** *teaches* **mówi (mówią)** *speaks* **pisze (piszą)** *writes*	**o** *about* **na** *on* **w** *in*	**młody** *young*	**+ ym,im**	**Jezus Chrystus** *Jesus Christ* **Józef Smith** *Joseph Smith*	**+ ‘e, u***
					wielki *great* **prawdziwy** *true*	**+ ym,im**	**plan** *plan* **kościół** *church*	**+ ‘e, u**
					przywrócon~~y~~ *restored*	**+ ej**	**prawd~~a~~** *the truth* **ewangeli~~a~~** *the Gospel*	**+ ‘e, y, i**
					wieczny *eternal* **święty** *holy*	**+ ym,im**	**zadośćuczynieni~~e~~** *atonement* **kapłańst~~o~~** *priesthood*	**+ ‘e, u**

?

miejscownik case endings (singular)		
	ADJECTIVE	**NOUN**
MP	*ym, im*	*‘e, u*
M	*ym, im*	*‘e, u*
F	*ej*	*‘e, y, i*
N	*ym, im*	*‘e, u*

Czy Księga Mormona naucza o Jezusie Chrystusie?
Does the Book of Mormon teach about Jesus Christ?
Tak, Księga Mormona naucza o Jezusie Chrystusie.
Yes, the Book of Mormon teaches about Jesus Christ.
Nie, Księga Mormona naucza o Jezusie Chrystusie i o ewangelii.
No, the Book of Mormon teaches about Jesus Christ and the gospel.

Rule: Masculine and Neuter Nouns – If hard, soften and add e, otherwise add u* unless *the noun ends in “-k” or “-g.” Then, do* not *soften but add a “-u” Ex: Prorok*u**
**Feminine Nouns – If hard, soften and add e, historically soft add y, regular soft add i. Feminine nouns ending with “-ka” or “-ga”* WILL *soften (unlike masuline/nueter)*

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Book of Mormon

Scenario

You are sitting on a bus, carrying a copy of the Book of Mormon. You notice that the older woman (man) sitting next to you is consistently stealing glances at the Book of Mormon and your name tag. You introduce yourself, and she (he) introduces herself (himself) as well. She (He) explains that her (his) name is Halina (Henryk), and she (he) is a strong Catholic who believes in Christ.

1. Prepare: Take a few minutes to think about how you will explain the Book of Mormon. Be prepared to explain why it's important and to share your testimony of it.

2. Practice: In pairs, each missionary will take turns being the potential investigator or the missionary. The missionary will introduce himself (herself) and explain that he (she) has a message about Christ. The investigator will respond that she (he) is Catholic and already knows about Christ. The missionary will then explain how the Book of Mormon is important in learning about Christ.

3. Re-practice: Have the missionaries switch roles, rotate practice companions, and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

You are visiting Kamil (Kamila) for the second time. He (she) accepted a copy of the Book of Mormon, but did not read anything. Re-teach the importance of the Book of Mormon and invite him (her) to read a specific chapter. Explain what the chapter is about and help Kamil (Kamila) see the importance of studying it.

Dative Case – Celownik Singular (Indirect Object)

	Jezus		**Piotrowi**		**dał**	**klucze.**	
	Jesus		*to Peter*		*gave*	*the keys.*	
Tak,	**Bóg**	**mi**	**nam**	**(nie)**	**wykonał**	**apostoła**	?
Yes,	*God*	*me*	*us*	*(not)*	*performed*	*apostle*	
Nie,	**Piotr**	**ci (tobie)***	**wam**		**posłał**	**Jezusa**	
No,	*Peter*	*you*	*you*		*sent*	*Jesus*	
	Szatan	**mu (niemu)**	**im (nim)**		**założył**	**życie wieczne**	
	Satan	*him*	*them*		*established*	*eternal life*	
	Jezus	**jej (niej)**			**dał**	**klucze**	
	Jesus	*her*			*gave*	*keys*	
	Kto...?	**Piotrowi**	**wszystkim**		**głosił**	**Zadośćuczynienie**	
	Who...?	*Peter*	*everyone*		*preached*	*the Atonement*	
		komu…?	**Swoim dzieciom**		**powiedział**	**ewangelię**	
		to whom…?	*His children*		*spoke*	*gospel*	
					wycofał	**prawdę**	
					withdrew	*truth*	
						upoważnienie	
						authority	

Czy Jezus dał nam życie wieczne?
Did Jesus give us eternal life?
Tak, Jezus dał nam życie wieczne.
Yes, Jesus gave us eternal life.

Komu Jezus dał klucze?
Jesus gave the keys to whom?
Jezus dał Piotrowi* klucze.
Jesus gave Peter the keys.

Though it is required to use the parenthesized prounouns after prepostitions, natives use them interchangeably. Ex: "dałem **ci klucze" and "dałem **tobie** klucze."*
***The word order is different here than in the above example. Word order is not terribly important, but does follow certain trends. Listen to how natives tend to speak.*

Function: Asking about and describing actions and events
Context: Teaching the Great Apostasy

Scenario

You and your companion are teaching an investigator that has a hard time understanding the importance of dispensations and apostasies. He (she) claims that there is no need for prophets today because Christ has already taught us all that we need to know in order to be saved.

1. Practice:
Missionary A: You will take the role of the missionary. Teach your investigator the doctrine of the Great Apostasy. Ask effective questions to see if the investigator understands the role of prophets and apostles and the importance of authority.
Missionary B: You will take the role of the investigator. Give your response to missionary A according to what you understood from his/her explanation.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

Today you are on an exchange with a member of the branch. You are going to visit a newly baptized member to teach him (her) the doctrine of Lesson 1. You take the role of the missionary and your companion will take the role of the newly baptized member. Teach him (her) the doctrine of the Great Apostasy and discuss why it is important. At the conclusion of the scenario, switch roles and then rotate practice companions and repeat the scenario.

Dative Case – Celownik Verbs and Case Endings (singular)

	Jesus Chrystus		**zaufał**	**młodemu**		**Józefowi Smithowi.**	
	Jesus Christ		*trusted*	*a young*		*Joseph Smith.*	
Tak,	**Bóg**	**(nie)**	**ukazać się**	**pilny**	**+ emu**	**prorok**	**+ owi, u**
Yes,	*God*	*(not)*	*to appear*	*diligent*		*prophet*	
Nie,	**Prorok**		**pomagać**	**młody**		**Józef Smith**	
No,	*A prophet*		*to help*	*young*		*Joseph Smith*	
Czy	**Jesus Chrystus**		**zaufać**	**swój**	**+ emu**	**plan**	**+ owi, u**
?	*Jesus Christ*		*to trust*	*his (subject)*		*plan*	
	Józef Smith		**pokazać**	**prawdziwy**		**kościół**	
	Joseph Smith		*to show*	*true*		*church*	
	Anioł		**nakazać**	**wierny**	**+ ej**	**siostra**	**+ ‘e, y, i**
	An angel		*to command*	*faithful*		*sister*	
			dać	**posłuszny**		**osoba**	
			to give	*obedient*		*person*	
			wybaczyć	**pokorny**	**+ emu**	**serce**	**+ u**
			to forgive	*humble*		*heart*	
				pracowity		**dziecko**	
				hard-working		*child*	

?

celownik case endings (singular)		
	ADJECTIVE	**NOUN**
MP	*emu*	*owi, u*
M	*emu*	*owi, u*
F	*ej*	*‘e, y, i*
N	*emu*	*u*

Czy Bóg pomaga pokornemu prorokowi?
Does God help a humble prophet?
Tak, Bóg pomaga pokornemu prorokowi.
Yes, God helps a humble prophet.
Nie, Bóg pomaga pokornemu i pilnemu prorokowi.
No, God helps a humble and diligent prophet.

Rule: Most MP and M nouns get owi, except for words that are usually old Polish and have only one syllable. Ex: Bóg - Bogu or kot - kotu
For fem. nouns: hard – soften and add e, historically soft – add y, regular soft – add i. Like with Miejscownik, “-ka” and “-ga” ending words are softened.

Function: Narrating experiences and telling stories
Context: Teaching about the First Vision

Scenario

Rafał (Roksana) is a referral from a member named Leszek (Ola). Leszek (Ola) explained that Rafał (Roksana) saw something on TV about Joseph Smith and has been asking him (her) about it, so he (she) invited him (her) to a meeting with the missionaries so they could answer his (her) questions.

1. Prepare: Give the missionaries a couple of minutes to practice with their companion how they would explain Joseph Smith's first vision to Rafał (Roksana). Encourage them to think about their own experience in gaining a testimony of Joseph Smith and prepare to share what they did to gain that testimony (remind them to use what they learned in the last board display for past tense).

2. Practice: Put the missionaries in groups of three, not necessarily with their companions. Have each missionary take a turn as Rafał (Roksana), Leszek (Ola) or the missionary. The missionary will explain the Joseph Smith story, including asking and answering questions about Joseph Smith. Leszek (Ola) will bear his (her) testimony of Joseph Smith and explain how he (she) knows it is true.

3. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

• You met a young adult in the park and introduced yourselves to him. He (she) says "I don't want to be rude, but religion is something for my grandparents. I don't really care if God talked to some old men 2,000 years ago. Nobody really believe God talks to us today, so why should I spend my time worrying about it?" In groups of two, have missionaries take turns playing the missionary and the potential investigator and tell about Joseph Smith's first vision.

• With additional study and vocabulary, missionaries can teach the entire Restoration.

In Order To — Żeby, Aby, By

	Jesteśmy na ziemi *We are on the earth*	**aby** *in order to*		**uzyskać ciało.** *gain a body.*
Tak, *Yes,*	**Jezus Chrystus umarł** *Jesus Christ died*	**aby -m** **aby -ś**	**aby -śmy** **aby -ście**	**odpokutowa(ł,ła,ło,li,ły)** *repent*
Nie, *No,*	**Ojciec Niebieski chce** *Heavenly Father wants*	**aby**	**aby**	**doświadczy(ł,ła,ło,li,ły) radości** *experience joy*
Dlaczego *Why*	**Bóg powołuje proroków** *God calls prophets*			**prowadzi(ł,ła,ło,li,ły) jego kościół** *lead his church*
	Prorocy chcą *The prophets want*			**przestrzega(ł,ła,ło,li,ły) przykazań** *keep the commandments*
	Jesteśmy na ziemi *We are on earth*			**uzyska(ł,ła,ło,li,ły) ciało** *gain a body*
	Bóg chce *God wants*			**by(ł,ła,ło,li,ły) posłuszn(y,a,e,i)** *to be obedient*
				powróci(ł,ła,ło,li,ły) do Ojca *return to the Father*

?

Czy prorocy chcą abyśmy przestrzegali przykazań?
Do the prophets want us to keep the commandments?
Tak, prorocy chcą abyśmy przestrzegali przykazań.
Yes, the prophets want us to keep the commandments.
Nie, prorocy chcą abyśmy przestrzegali przykazań i doświadczyli rodości.
No, the prophets want us to keep the commandments and experience joy.

Rule: When the subject of the second clause is different than the subject of the first clause: (1) the appropriate conditional ending is added to aby, and (2) the verb in the second clause gets past tense third person ending.

Function: Asking about and expressing desire, need, preference, ability, intention, or purpose
Context: Teaching about our life on earth

Scenario

You have just taught Janek (Janina) about the Plan of Salvation and, though he (she) is very open and willing to learn, he (she) is also full of questions, especially when it comes to our purpose here on earth. Help Janek (Janina) better understand the purpose of our earthly life and the role that it plays in God's plan for us.

1. Practice: Divide missionaries into pairs. One missionary will play the missionary and the other will play Janek (Janina). The missionary will ask questions to find out what the investigator understands about our life on earth. Based on the investigators responses, the missionary will explain and clarify whatever the investigator did not understand.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

You're talking to people on the street when a man stops you and says, "I just don't understand why life here has to be so difficult. Sometimes it feels so rough that I don't even know if God really cares." Tell him about God's plan and love for us, and why in fact we are here.

Conceptual Practice: Żeby, Aby, and By: in order that, so that

1. We are on earth to prepare to meet God.
2. God calls prophets to teach us His will.
3. Christ died so we can live.
4. We ask Thee to bless us with patience.
5. God sent us to earth to learn and grow.
6. What can we do to help you?
7. We'll call you to confirm the appointment.
8.Physical death is necessary to become perfect.
9. God established families to bring happiness to His children.
10. Our faith in Christ leads us to repent.
11. Allow me to introduce myself.
12. God called prophets to teach us His plan.
13. Heavenly Father wants us to return to live with Him.
14. Joseph studied the Bible to find answers to his questions.
15. God commands us to pray to Him.
16. Christ visited the American continent to establish His church.
17. Heavenly Father wants us to become like Him.
18. God commanded Adam and Eve to multiply and replenish the earth.
19. We must be forgiven of our sins to enter into God's presence.
20. To sincerely repent, we need to recognize our sins.
21. God has always required His children to make covenants.
22. God gives us commandments to protect us.
23. God commands His prophets to teach the truth.
24. Members are counseled to obey the law.
25. The Church is organized to perfect its members.
26. God sent His Son to earth to atone for our sins.
27. To be baptized, you need to stop smoking.
28. Will you pray to receive an answer?
29. Whom can we invite to come to church?
30. God calls prophets to testify of Jesus Christ.
31. Will you invite your friends to meet with us?
32. To feel the Spirit, you can share your testimony.
33. God prepared a plan to help us progress.
34. Will you pray to know that you should be baptized?
35. We'll call you to see how it went.
36. I ask Thee to watch over my family.
37. Jesus wants us to know that He loves us.
38. Adam fell that men might be.

Verbal Nouns

	Życie śmiertelne		**daje nam**	**doświadczenie.**	
	Mortal life		*gives us*	*experience.*	
Tak,	**Duch Święty**	**(nie)**	**daje**	**zrozumieć**	?
Yes,	*The Holy Ghost*	*(not)*	*gives*	*understanding*	
Nie,	**Jezus**		**wykonał**	**zadośćuczynić**	
No,	*Jesus*		*completed*	*the Atonement*	**+ enie**
Czy	**Prorok**		**otrzymuje**	**doświadczyć**	
?	*A prophet*		*receives*	*experience*	
	Bóg		**naucza nas przez**	**objawić**	
	God		*teaches us through*	*revelation*	
	Księga Mormona		**zawiera**	**wybaczyć**	
	The Book of Mormon		*contains*	*forgiveness*	
	Życie śmiertelne		**daje nam**	**studiować**	**+ nie**
	Mortal life		*gives us*	*study*	
				nauczać	
				teaching	

Czy prorok otrzymuje objawienie?
Does a prophet receive revelation?
Tak, prorok otrzymuje objawienie.
Yes, a prophet receives revelation.

Czy życie śmiertelne daje nam zrozumienie?
Does mortal life give us understanding?
Tak, życie śmiertelne daje nam zrozumienie.
Yes, mortal life gives us understanding.

Czy prorok wykonał zadośćuczynienie?
Did a prophet complete the Atonement?
Nie, Jezus wykonał zadośćuczynienie.
No, Jesus completed the Atonement.

Type II Verbs: Conjugate to first personal singular, drop ę and add enie. Type I and III Verbs: Drop ć and add nie.

Function: Narrating experiences and telling stories
Context:Teaching the Plan of Salvation

Scenario

You are contacting on the Rynek, carrying a copy of the Book of Mormon. You stop to talk to an older lady (gentleman). It turns out that she's (he's) a strong Catholic who believes in Christ and has even heard of the Church. She (he) knows what the Book of Mormon is and that we believe in prophets, but doesn't understand the roles these things play in our church. Help her (him) understand the importance of these things, as well as our beliefs about more common doctrine.

1. Prepare: Take a few minutes to think about how you will explain these things. Be prepared to explain why they're important and to share your testimony of it.

2. Practice: In pairs, each missionary will take turns being the potential investigator or the missionary. The missionary will introduce himself (herself) and explain that he (she) has a message about Christ. The investigator will respond that he (she) knows a bit about the church, but not much. The missionary will than teach briefly about these important concepts.

3. Re-practice: Have the missionaries switch roles, rotate practice companions, and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

You are visiting Jarek (Jadwiga) for the second time. He (she) previously accepted a pamphlet briefly explaining some basic doctrines of the church, but now has several questions. Re-teach the importance of these doctrines and invite him (her) to learn more.

If, Then; Conditional

Gdybyś *If you would* | **pościł,** *fast,* | **to Bóg pomógłby** *then God would help* | **ci.** *you.*

Tak, *Yes,*
Nie, *No,*
Czy *?*

Gdybym	**Gdybyśmy**	**(nie)**
Gdybyś	**Gdybyście**	*(not)*
Gdyby	**Gdyby**	

czytać *read*

pościć *fast*

posłuchać *obey/hear*

pytać *ask*

przyjmować *accept*

się modlić *pray*

ł	**li**
ła	**ły**
ło	

to* czué *then (not) feel*

to* uzyskaé *then acquire*

to* [doświadczyé]** *then experience*

ł	**li**
ła	**ły**
ło	

\+

bym	**byśmy**
byś	**byście**
by	**by**

wiedzę[y] ?
knowledge

mądrość[i]
wisdom

objawienie[a]
revelation

pomoc[y]
help

świadectwo[a]
testimony

spokój[u]
peace

(nie)
(not) - after to, before verb

Gdybyście się modlili, to dostalibyście objawienie.
If you all would pray, then you all will get revelation.

Czy uzyskałbym wiedzę, gdybym czytał Księgę Mormona?
Would I gain knowledge, if I would read the Book of Mormon?
Tak, gdybyś czytał Księgę Mormona, to uzyskałbyś wiedzę.
Yes, if you would read the Book of Mormon, then you would gain knowledge.
Nie, gdybyś czytał Księgę Mormona, uzyskałbyś mądrość i świadectwo.
No, if you would read the Book of Mormon, then you would gain wisdom and a testimony.

Just like in English, the two if-then phrases can switch places (then-if). This especially happens when asking questions. See example above.
** As with English, the word "then" in the if-then statement is not always said. In Polish, it is optional to say "*to*" to indicate the "then" clause.*
*** Doświadczyć is a dopełniacz verb, therefore the letters in brackets are the appropriate endings if you use doświadczyć in your sentence*

Function: Asking and answering questions of cause and effect
Context: Helping others make and keep commitments by promising blessings

Scenario

You are teaching Tomasz (Teresa) for the first time. Tomasz (Teresa) has shown a lot of interest during the lesson, but has been a bit hesitant to commit himself (herself) to anything. After teaching about The Book of Mormon and inviting him (her) to pray to know of its truthfulness, he (she) hesitates and says, “I’ll try.”

1. Practice: In pairs, with one missionary taking the role of Tomasz (Teresa), the missionaries will practice promising specific blessings that can come by obtaining this witness. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, the missionaries will practice promising blessings, especially from their own experiences, testifying and inviting, to encourage Tomasz (Teresa) to pray and ask.

2. Re-practice: Have the missionaries switch roles, rotate practice companions, and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

Yesterday, you taught Weronika (Wictor) the commandment to live the Word of Wisdom and invited her (him) to come to Church with you this Sunday. Today, you stop by her (his) apartment while she (he) is at work to leave a follow-up note, reaffirming your testimony that she (he) can receive blessings as she (he) keeps her (his) commitments. Write the note using the grammar principle and vocabulary of this lesson, and anything else you know, to promise specific blessings. Also, remind her (him) to take some time to read the assignment in The Book of Mormon, promising additional blessings.

Possessive Adjectives

	Moja *My*		**córka** *daughter*		**jest** *is*	**młoda** *young*	
Tak, *Yes,* **Nie,** *No,* **Czy** *?*	**Mój_** *My* **Twój_** *Your (sing.)* **Nasz_** *Our* **Wasz_** *Your (pl.)* **Czyj_** *Whose* **Jego** *His* **Jej** *Her* **Ich** *Their*	**+ a,e**	**mąż** *husband* **praca** *work* **córka** *daughter* **matka** *mother* **wuj** *uncle* **żona** *wife* **babcia** *grandmother* **dziadek** *grandfather* **sąsiad** *neighbor* **dziecko** *child*	**(nie)** *(not)*	**jest**	**miły** *nice* **szczęśliwy** *happy* **pomocny** *helpful* **szczery** *sincere* **młody** *young* **stary** *old* **wierzący** *believing (in God)* **praktykujący** *practicing (in church)* **zainteresowany** *interested*	**+ a,e**	?

Czy twoja babcia jest wierząca?
Is your grandmother believing?
Tak, moja babcia jest wierząca.
Yes, my grandmother is believing.
Nie, moja babcia nie jest wierząca.
No, my grandmother is not believing.

All possessive adjectives decline in cases except jego, jej, and ich which always remain the same.

Function: Asking about and expressing ownership and possession
Context: Getting to know investigators and members

Scenario

You have just been transferred to a new area. Both you and your companion have never served in this area before, and you decide that it would be a good idea to briefly meet with the members first, building positive relationships with them and discovering if they have any friends or family members that could become investigators of the Church. You speak with the Branch President on Sunday and he invites you over for dinner with him and his wife. You feel like this is a prime opportunity to get to know the Branch President and potentially find some great people to teach!

1. Practice: Working in pairs, with each missionary playing either the missionary or the potential investigator, practice conversing with the members, Branch President and his wife, finding out about them and if they know anyone who would be interested in the Gospel.

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

While riding the metro to district meeting you sit next to an older man (woman) reading the newspaper. He (she) notices you looking over at him (her) and asks you why you're dressed like you are. Upon hearing your beautiful Polish, foreign accent, and after a careful glance at your tag, he realizes you are not from Poland and takes an interest in you. You both happen to get off at the same metro stop, and he (she) invites you to sit on a bench for a few minutes. You don't want to be late, but you know you can spare a few minutes getting to know this kind man (woman), telling him (her) about yourself and inviting him (her) to meet with you later that day.

Comparative and Superlative Adjectives

Tak,
Yes,
Nie,
No,
Czy,
?

Nefi		**był**		**posłuszniejszy**		**niż**	**swoi bracia.**
Nephi		*was*		*more obedient*		*than*	*his brothers*
Nefi	**(nie)**	**był (a,o)**	**(naj-)**	**silny**	**+ iejszy**	**niż**	**Lemuel**
Nephi	*(nie)*	*was*	***supurlative*	*strong*	**comparative*	**than*	*Lemuel*
Laman		**byli(ły)**		**posłuszny**	**+ iejsi**		**Lehi**
Laman		*were*		*obedient*	*m. pers. pl*		*Lehi*
Lemuel				**pilny**			**Nefi**
Lemuel				*diligent*			*Nephi*
Lehi				**szczęśliw y**	**+ szy**	**od**	**swoich braci**
Lehi				*happy*	*more*	**than*	*his brothers*
Saria				**sprawiedliw y**	**+ si**		**jego rodziców**
Sariah				*righteous*	*m. pers. pl*		*his parents*
My				**cierpliw y**			**mnie**
We				*patient*			*me*
Oni				**miły**	**+ *l*szy**		**ciebie**
They				*kind*	*more*		*you*
Kto (?)					**+ *l*si**		
Who (?)					*m. pers. pl*		

?

Czy Saria była cierpliwsza niż Laman?
Was Sariah more patient than Laman?

Tak, Saria była cierpliwsza niż Laman.
No, Sariah is more patient than Laman.

Czy Laman i Lemuel byli pilniejsi niż Nefi?
Were Laman and Lemuel more diligent than Nephi?

Nie, nie byli pilniejsi.
No, they were not more diligent.

Kto był pilniejszy od Lemuela?
Who was more diligent than Lemuel?

Nefi był pilniejszy od Lemuela.
Nefi was more diligent than Lemuel.

Comparative could be translated in English as "-er," as in "Nephi is stronger** than..."* Niż *or* Od *can be used for "than," but* Od *will be followed by Dopełniacz and* Niż *will be followed by Mianownik.*
***Supurlative could be translated in English as "-est," as in "Nephi is the strongest..." (neither niż nor od is used. Ex: "nephi is the strongest* than *his brothers" is wrong).*

Function: Asking about and answering questions of contrasting attitudes, emotions, and feelings
Context: Comparing attributes of Nephi and his family

Scenario

Maria (Marian), a less active member, has always struggled to understand the lessons presented in the scriptures. You feel prompted to simply read from the Book of Mormon and discuss the attributes of each character, helping her (him) see how we can learn from their examples.

1. Practice: In pairs, with one missionary taking the role of Maria (Marian) and the other taking the role of the missionary, the missionaries will practice comparing the attributes of Nephi and his family members in order to “liken the scriptures unto Maria (Marian) for her (his) profit and learning” (1 Nephi 19:23).

2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

During your companionship study, you discuss what your learned about the kingdoms of glory. Specifically, you discuss and contrast the differences between the kingdoms.

Active Adjectival Participles

		Szukający		**Józef Smith**		**otrzymał objawienie.**			
		A searching		*Joseph Smith*		*received revelation.*			
Tak,		**Żyją**		**prorok**		**otrzymał objawienie**			?
Yes,		*(A) living*		*prophet*		*received revelation*			
Nie,		**Szukają**		**Józef Smith**		**czytał z Pism Świętych**			
No,		*searching*		*Joseph Smith*		*reads from the scriptures*			
Czy		**Czytają**		**chłopak**		**otrzymał odpowiedź**			
?	***(Mianownik)***	*reading*		*boy*		*received an answer*			
		Kochają	**+ cy**	**anioł**		**ukazał się Józefowi Smithowi**			
		loving		*angel*		*appeared to Joseph Smith*			
		Mówią		**Bóg**		**zobaczył Boga Ojca i Jezusa Chrystusa**			
		speaking		*God*		*saw God the Father and Jesus Christ*			
						przetłumaczył Księgę Mormona			
						translated the Book of Mormon			
	(Biernik)	**Otrzymujemy**		**wskazówki**	**przez**	**żyjący**	**+ ego**	**proroka**	
		We receive		*direction*	*through*	*living*		*prophet*	
	(Celownik)	**Możemy czuć**		**spokój**	**dzięki**	**kochający**	**+ emu**	**Bogu**	
		We can feel		*peace*	*thanks to*	*loving*		*God*	
	(Narzędnik)	**On jest**				**szukający**	**+ ą**	**osobą**	
		He is				*searching*		*person*	

Czy kochający Bóg ukazał się Józefowi Smithowi?
Did a loving God appear to Joseph Smith?
Tak, kochający Bóg ukazał się Józefowi Smithowi.
Yes, a loving God appeared to Joseph Smith.

Czy modlący się chłopak otrzymał odpowiedź?
Did a praying boy receive an answer?
Tak, modlący się chłopak otrzymał odpowiedź.
Yes, a praying boy received an answer.

Rule: Conjugate verb to 3rd pers. plural and add "-cy."

Function: Narrating experiences and telling stories
Context: Teaching about Joseph Smith

Scenario

You are riding a tramwaj back from a visit to an investigator in a nearby town and you sit down next to an elderly man, Mirosław, who is reading the Bible. He took interest in you and asked that you tell him more about your religion.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary:

- Read James 1:5 with Mirosław
- Teach briefly about the prophet Joseph Smith and testify of the Restoration.
- Give him a Restoration pamphlet and invite him to learn more.

Missionary B: You will play the role of Mirosław:

- Respond to the missionary's questions and ask questions if you have any.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

You have just arrived in a new area and came straight to a lesson with a new investigator, a young woman by the name of Natalia. Natalia has already been taught about the apostasy and you will begin the lesson by teaching briefly about the prophet Joseph Smith and sharing testimony.

1. Practice: As a companionship, teach and testify about Joseph Smith. Read the First Vision together with Natalia and testify about Joseph's experience and about the reality of the current prophet.

Passive Adjectival Participles

	Jezus *Jesus*		**został** *was/became*		**ochrzczony** *baptized*		**przez Jana Chrzciciela** *by John the Baptist.*	
Tak, *Yes,* **Nie,** *No,* **Czy** *?*	**Plan Zbawienia** *The Plan of Salvation* **Prorocy** *The prophets* **Kościół** *The church* **Zadośćuczynienie** *The Atonement* **Ewangelia** *The gospel* **Apostołowie** *The Apostles*	**(nie)** *(not)*	**zostać** *to become* **być** *to be*	**(ł)(ła)(ło)** **(li)**	**prowadzony** *guided* **powołany** *called* **zbudowany** *built* **głoszony** *preached* **dokonany** *performed* **zabity*** *killed*	**+a, e**	**przez Apostołów** *by the Apostles* **mocą Ducha Świętego** *by the power of the Holy Ghost* **przez Boga** *by God* **przez Jezusa Chrystusa** *by Jesus Christ* **przez niegodziwych ludzi** *by wicked people* **przez Jana Chrzciciela** *by John the Baptist*	?

Czy Plan Zbawienia był głoszony przez Apostołów?
Was the Plan of Salvation preached by the Apostles?
Tak, Plan Zbawienia był głoszony przez Apostołów.
Yes, the Plan of Salvation was preached by the Apostles.
Nie, Plan Zbawienia nie był głoszony przez Apostołów.
No, the Plan of Salvation was not preached by the Apostles.

**the T in "zabity" will soften for masculine plural. Ex. "Apostołowie zostali zabici"*

Function: Asking about and describing objects and people, and their characteristics
Context: Discussing the Savior's earthly ministry and Atonement

Scenario

While you are out finding, you meet Agnieszka, a strong believer in God. After you introduce yourselves, she expresses her confusion about who Jesus Christ really is and what he did while on this earth. She's heard so many different opinions about what happened and what he actually did. Take the opportunity to discuss the truths of the Christ's ministry.

1. Prepare: With your companion, discuss the principles that would be important to teach Agnieszka. Discuss what Agnieszka needs to know, feel, and do following your teaching. Find one scripture that you will share to help teach this principle. Decide what additional vocabulary you'll need to meet Agnieszka needs. Figure out how to correctly use 4th case as you teach and discuss.

2. Practice: Working in pairs, one missionary will teach his or her companion (Agnieszka) about the Savior's ministry. Read the scripture together and talk about the role of the Savior using 4th case and as much of the vocabulary from the lesson as possible, plus other words you may know. After teaching Nina this principle, bear your testimony that what you taught is true.

3. Re-practice: Switch roles and practice again.

Additional Scenario(s)

On Friday night, the Sunday School President calls you and asks you to substitute on Sunday. He tells you that the topic is prophets. In order to be well prepared, you decide to write a lesson plan describing the role of prophets.

Conceptual Practice: Active and Passive Voice

Practice changing the active voice sentences into passive voice. For example, the teacher gives an active voice sentence: Joseph translated the gold plates into English; a missionary changes it to passive voice: The gold plates were translated into English by Joseph Smith.

1. The Prophet Moroni wrote the book of Moroni.
2. The Prophet Nephi accomplished great things through his faith.
3. Both Lehi and Nephi saw a vision of the tree of life.
4. 2500 people saw the Savior on the first day of his visit to the Nephites.
5. Jesus invited the children to come unto Him.
6. The Savior taught the Nephites many important principles during his visit.
7. Jesus healed the sick and the afflicted.
8. Lehi found the Liahona in front of his tent door early one morning.
9. Nephi created a hand-made bow when his bow broke in the wilderness.
10. Nephi eventually obtained the plates of brass from Laban.
11. Nephi compelled Laban's servant to accompany them into the wilderness.
12. The Lord instructed Nephi in the art of shipbuilding.
13. Nephi made tools in order to build the ship for their voyage to the Promised Land.
14. Laman and Lemuel tied Nephi up and threatened to throw him overboard.
15. The Lord calmed the storm after Laman and Lemuel untied Nephi.
16. Lehi offered a sacrifice of thanksgiving upon their arrival in the Promised Land.
17. After Lehi's death, Laman and Lemuel threatened to kill Nephi and his followers.
18. The Lord warned Nephi in a dream to separate themselves from the "Lamanites".
19. The Lord promised both Nephites and Lamanites prosperity if they were righteous.
20. The Lamanites eventually destroyed the Nephites because of their wickedness.
21. The Lord withdrew his disciples from among the people at the end of the BofM.
22. Unbelieving people crucified the Savior.
23. Heavenly Father sent us to earth to learn and to grow from our experiences.
24. We will preach the Restored Gospel to the people of Poland.
25. Through a modern prophet, God called us to be His missionaries.

Conceptual Practice: Polish vs. English Asking Questions with the Proper Cases

When asking a question in Polish using kto, co, jaki, or który, it's important to have the direct answer in mind in order to form the question using the proper case endings. When thinking of how to properly ask a question, think about it as an exclaimed question, following the normal casing rules. (i.e. You want what kind of ice cream?!) Then rearrange the sentence as needed. (i.e. What kind of ice cream do you want?) What kind will still be in the Biernik case because it is describing ice cream, the direct object.

1. What kind of yogurt do you want?
2. What kind of relationship do you have with God?
3. Who are you looking for?
4. What did you experience while we read?
5. Which scriptures did you use for your talk?
6. Who did you go the store with?
7. Which city are you from?
8. By the means of what did you get to church?
9. What does he need?
10. Whom should we thank for this meal?
11. Who is that donut for?
12. (By the means of) What are you interested in?
13. Who do they serve?
14. What are we talking about today?
15. What are you thinking about?
16. Who are you?
17. Which apartment do you live in?
18. What are you all listening to?
19. Who can we trust?
20. Which scriptures did she forget?
21. What is he afraid of?
22. Who is that letter from?
23. What kind of foods have you tried?
24. Who do you love?

Practice deciding which form of for (o, za, dla or na) is the correct one to use in the following sentences. O is used when asking for something, Dla is “for the benefit of,” za is “in exchange for” or “on behalf of,” and na is “for the purpose of.”

1. Jesus Christ suffered for us.
2. Do you know who that book is for?
3. Christ died for you.
4. The prophet speaks to us for God.
5. I’m asking for help.
6. Jesus paid the price for our sins.
7. This copy of the Book of Mormon is for you.
8. The gospel message is for everyone.
9. I can’t speak for everyone, but I believe this is true.
10. You can find out for yourself that this book is true.
11. We’ll be praying for you.
12. Can I ask you for a favor?
13. This is a pen for marking your scriptures.
14. What blessings do you thank God for?
15. God has many things in store for you.
16. You don’t need to pay anything for the Book of Mormon; it’s a gift for you.
17. Missionaries speak for Christ.
18. What would you do for this peace?
19. The prophet speaks for the Lord.
20. My mom prays for me every day.
21. Heavenly Father has blessings for you, if you will only pray to Him.
22. What are you grateful for?

Imperative

Proszę,		**czytaj**		**ten rozdział.**
Please		*read*		*this chapter.*
Proszę	**(nie)**	**czytaj**	**czytajmy**	**ten rozdział**
Please	*(don't)*	*read*	*let's read*	*this chapter*
			czytajcie	**ten werset**
			you all read	*this verse*
		napisz	**napiszmy**	**o Chrystusie**
		write	*let's write*	*about Christ.*
			napiszcie	**numer telefonu**
			you all write	*phone number*
				adres domowy
				home address.
		powiedz	**powiedzmy**	**(nam) o sobie**
		say/tell	*let's say/tell*	*(us) about yourself.*
			powiedzcie	**(nam) o twojej rodzinie**
			you all say/tell	*(us) about your family*

?

Proszę czytaj ten fragment.
Please, read this passage.

Proszę, powiedz nam o sobie.
Please, tell us about yourself.

Co mam zrobić?
What am I supposed to do?

Proszę napisz numer telefonu.
Please, write your number down.

Proszę czytaj ten werset.
Please, read this verse.

Function: Asking about expressing desire, needs, preference, ability, intention or purpose
Context: Interacting with investigators

Scenario

You've just walked up to a person on the street to talk with them about the Book of Mormon. He (she) seems to have known some missionaries earlier and is open to talking.

1. Practice: You will work in companionships according to the following roles:

Missionary A: You will play the role of the missionary.

- Become acquainted with the person you have met.
- Teach briefly about the Book of Mormon and invite Wojtek (Irena) to learn more about your message.
- Have Wojtek (Irena) write down his (her) phone number and address and set up a meeting with him (her).
- Give him (her) a Restoration pamphlet and have him (her) write down your number and the time of your meeting.
- Encourage him (her) to read the pamphlet and write down any questions that he (she) may have before your meeting.

Missionary B: You will play the role of the person on the street, Wojtek (Irena).

- Ask and answer questions as appropriate.

2. Re-practice: Switch roles (and/or groups) and repeat the practice activity.

Additional Scenario(s)

You are finishing up a first meeting with a new investigator, Andrzej (Agnieszka). You have talked about the Restoration and have asked him (her) to begin reading the Book of Mormon and praying about its truthfulness.

- Give Andrzej (Agnieszka) a Restoration pamphlet and have him (her) write down your number and names in case he (she) wants to call you. Remind him (her) about what he (she) has committed to do and encourage him (her) to read and pray tonight.

Conceptual Practice: Complex Sentences

Complex Structure: Complex sentences occur most often when an interrogative occurs in a statement containing two simple ideas: a statement and a question, i.e. We want to talk about when you are coming OR They were talking about what he needs to do.

Interrogatives: what (most common), who, which, how, where, when, or why

Complex Statements:

- I think about what you want. (I think about THAT, WHAT you want).
- They are grateful for what he did for them. (They are grateful for THAT, WHAT he did for them.)
- We want to be where God lives. (We want to be THERE, WHERE God lives.)

Formation: In a complex structure, there are always two phrases: a simple statement containing a demonstrative (i.e. that, there, etc.) and a question containing an interrogative. In English, we usually form complex sentences by combining the simple statement and simple question and then dropping the demonstrative: We want to be there + Where (does) God live? = We want to be where God lives. *Remember: "there" has to = "where," and in Polish, both words must be said: "We want to be there, where God lives." Separate the complex sentence into its two base phrases: simple statement with the demonstrative and simple question with the interrogative. Remember to case all of your "who" and "what" words appropriately. (i.e. I want what you want. = Chcę TO, CO ty chcesz. BUT I don't want what you want. = Nie chcę TEGO, CO ty chcesz.)

After, How: Any time the preposition "after" is followed by a phrase, such as "after I went somewhere," the complex structure must be used with "how." It becomes: "After that, how I went somewhere…"

Practice saying each of the sentences below using the proper Complex Sentence structure, as it would be in Polish.

1. They understand what I am saying.
2. Joseph found what he was searching for.
3. Jesus knew what his disciples taught.
4. I want to share with you what I have.
5. He read about what Joseph Smith saw.
6. Does the missionary understand who he should become?
7. Every day I think about what my mother taught me.
8. Christ fulfilled all that His father commanded Him.
9. Did you talk about that after I came?
10. All who repent will be free.
11. After he was baptized, he was very happy.
12. We must act just as Jesus acted.
13. I love how the Savior taught.
14. Christ taught how we should live.
15. In the pre-mortal life we did not have all that the Father had.
16. God wants us to have all that he has.
17. He who loves Christ keeps His commandments.

PONZ of Time

Od *Since*	**kiedy** *when*	**jesteś** *are you*	**członkiem kościoła?** *a member of the Church?*
Od *Since (for)*	**dwóch miesięcy** *two months* **ósmego roku życia** *eight years old*	**uczę się** *I am learning** **jestem** *I am*	**języka Polskiego** *the Polish language* **członkiem tego Kościoła** *a member of this church*
Na *For*	**dwa lata** *two years* **18 miesięce** *18 months*	**przyjechaliśmy** *we came*	**na misję do Polski** *on a mission to Poland*
Przez *Through (for)*	**cztery miesiące** *four months* **rok** *a year*	**służy(łem)(łam)** *I served* **studiowa(łem)(łam)** *I studied*	**w Szczecinie** *in Szczecin* **na unywersytecie** *at a university*
Za *In*	**tydzien** *a week* **kilka miesięcy** *a few months*	**przeprowadzę się** *I will move* **wrócę** *I will return*	**do innego miasta** *to a diferent city* **do domu** *home*

Od kiedy mieszkasz w Warszawie?
Since when have you lived in Warsaw?
Mieszkam w Warszawie od Września.
I've lived in Warsaw since August.
Mieszkam w Warszawie od dwóch tygodni.
I've lived in Warsaw for two weeks.

**Here you learn a little bit about Polish tenses. There are not as many in Polish as there are in English. For example, in English you would say "For two months I have been learning"*

Function: Asking and answering questions of time, date, and location
Context: Getting to know investigators, members and your companion

Od means that something started happening and still happening. *Na* implies the general time that something is or will be happening. *Przez* means something happened and is no longer happening. *Za* means something has not happened yet but will. All are followed by the accusative (biernik) case, except for *od* which is followed by dopełniacz

1. The church as been restored for almost 200 years.
2. Christ ministered for three years.
3. We are in the MTC for nine weeks.
4. We have been meeting with our investigator for a month.
5. They have been learning Polish since January.
6. Our mission President serves for three years.
7. General Conference is in four months.
8. I have been speaking only Polish since 8:00.
9. We were doing service for two hours.
10. They will be in Warsaw for one night.
11. Our appointment is in thirty minutes.
12. I have been memorizing scriptures since primary.
13. We talked with him on the street for twenty minutes.
14. We will be on exchanges for two days.

Quantifiers

	ilu		**pan ma**	**rodzeństwa?**	
	How many		*does the sir have*	*siblings?*	
Tak,	**Moja matka**	**ma**	**pięć***	**rodzeństwa****	?
Yes	*My mothers*	*has*	*five*	*siblings*	
Nie,	**W rodzinie pana**	**jest**	**wielu**	**Sióstr**	
No	*In the sir's family*	*there are*	*many*	*sisters*	
	Pan		**tyle**	**dzieci**	
	The Sir		*so many*	*children*	
	W polsce		**tysiące**	**członków kościoła**	
	In Poland		*thousands*	*members of the church*	
	W stanach		**dużo**	**misjonarzy**	
	In the states		*a lot*	*missionaries*	
				kuzynów	
				cousins	

dopełniacz case endings plural		
	ADJECTIVE	**NOUN**
MP	*ych, ich*	*ów, y, i*
M	*ych, ich*	*ów, y, i*
F	*ych, ich*	*drop*
N	*ych, ich*	*drop*

Czy jest dużo członków w Warszawie?
Are there a lot of members in Warsaw?
Tak, jest dużo członków w Warszawie.
Yes, there are a lot of members in Warsaw.
Nie, jest dużo członków w Gdańsku.
No, there are a lot of members in Gdansk.

Czy pan ma sześć sióstr?
Does the Sir have six sisters?
Tak, mam sześć sióstr.
Yes, I have six sisters.
Nie, ja mam cztery siostry.
No, I have four sisters.

**Pięć has many different forms (depending on the type of nouns it is describing) which are not displayed here. Ex. pięciu mężczyzn, pięcioro dzieci, etc.*
*** The word for siblings is "rodzeństwo." Even though it implies plural, it is declined as if it were singular*

Function: Asking and answering questions of quality, quantity, number, and sequence
Context: Asking about and describing family/church in Poland

Scenario

Working with Members: You have transferred into a branch where members are disconnected from missionary work. Your mission president has asked you to gain the members trust in order to help the work in the area. Waiting for Sacrament meeting to begin, you and your companion try to get to know as many members as possible and ask them about the church in Poland.

1. Practice: You will work in pairs according to the following roles:
Missionary A: You will play the role of the missionary.
- Introduce yourself to the member.
- Ask about their family and share about yours.
- Share your testimony of missionary work and the gospel.

Missionary B: You will play the role of the investigator.
- Answer the missionary's questions.
- Ask about the missionary's family.

2. Re-practice: Switch roles (and/or companions) and repeat the activity several times.

Additional Scenario(s)

You have found an opportunity to serve in a soup kitchen once a week. While you are serving filling soup bowls, you begin talking to the person next to you.

1. Introduce yourself and ask some questions to get to know this person (focusing on families).

2. Share your testimony about the gospel and invite this person to learn more about your message.

Prepositions

Prepositions
in English alphabetical order

A	
about	**o** (miejs)
about (asking about)	**o** (biern)
above	**nad** (narz)
according to	**według** (dopeł)
after (event)	**po** (miejs)
after (going after sth)	**po** (biern)
against	**przeciw[ko]** (celow)
among	**wśród** (dopeł)
around	**koło** (around)
at (someone's house)	**u** (dopeł)
at (place, event)	**na** (miejs)
B	
before	**przed** (narz)
behind	**za** (narz)
beneath	**pod** (narz)
besides	**poza** (narz)
between	**między** (narz)
beyond	**poza** (narz)
by	**przez** (biern)
C	
close to	**blisko** (dopeł)
closer to	**bliżej** (dopeł)
contrary to	**wbrew (**celow)
D	
during	**podczas** (dopeł)
daleko	**far from** (dopeł)
E	
except	**oprócz** (dopeł)

F	
for (for the benefit of)	**dla** (dopeł)
for (in behalf of, in exchange for)	**za** (biern)
for (for the purpose of)	**na** (biern)
for (asking for)	**o** (biern)
from (a person)	**od** (dopeł)
from (a thing, a place)	**z** (dopeł)
I	
in	**w** (miejs)
in (time)	**za** (biern**)**
in (in the name of, in belief of sth)	**w** (biern**)**
in front of	**przed** (narz)
in regard to	**wobec** (dopeł**)**
in spite of	**mimo** (dopeł)
instead of	**zamiast** (dopeł**)**
N	
near	**obok** (dopeł**)**
next to	**przy** (miejs)
O	
on (days of the week)	**w** (biern)
on (place, event)	**na** (miejs)
out of	**z (**dopeł**)**
over	**nad** (narz**)**
T	
thanks to	**dzięki** (celow**)**
through	**przez** (bier**)**
U	
under	**pod** (narz**)**
unto (motion)	**na** (bier**)**
W	
with	**z** (narz**)**
without	**bez** (dopeł)

Prepositions
by Polish cases

Dopełniacz	
bez	*without*
do	*to*
dla	*for (the benefit of)*
koło	*around*
obok	*near*
od	*from (a person), since*
oprócz	*except*
podczas	*during*
mimo	*in spite of, despite*
***u**	*at (someone's house)*
według	*according to*
wobec	*in regard to, regarding*
wśród	*among*
z	*from (place, thing)*
zamiast	*instead of*

Celownik	
dzięki	*thanks to*
ku	*towards*
przeciw[ko]	*against, in opposition to*
wbrew	*contrary to*

Miejscownik	
na	*on, at (placek, event)*
o	*about*
po	*after*
przy	*next to*
w	*in*

Biernik	
między	*between (motion)***
na	*for, to (motion)*
nad	*above (motion)*
o	*for (asking for)*
o	*about (asking about)*
po	*for, after (going for, after sth)*
pod	*beneath (motion)*
poza	*beyond (motion)*
przed	*in front of (motion)*
przez	*by, through*
w	*into (motion)*
w	*in (in the name of, believe in)*
w	*on (days of the week)*
za	*in (time, "in 5 minutes")*
za	*behind (motion)*

Narzędnik	
między	*on, at (placek, event)*
nad	*about*
pod	*after*
poza	*next to*
przed	*in*
z	*with*
za	*behind*

**Example - Jestem u Marcina, I am at Marcin's place*

***Most of the biernik prepositions are found in other cases too. The difference is that the Biernik prepositions usually involve motion. "I am between the buildings" would be narzędnik. "I am driving between the buildings" would be biernik (there is motion involved in driving)*

POLISH PERSONAL PRONOUNS

(pronouns in parentheses should be used after prepositions only)

MIANOWNIK	
ja	my
ty	wy
on	oni
ona	one
ono	

DOPELNIACZ	
mnie	nas
cię, (ciebie)	was
go, jego, (niego)	ich (nich)
jej (niej)	
go, jego, (niego)	

siebie

CELOWNIK	
mi, (mnie)	nam
ci, (tobie)	wam
mu, jemu (niemu)	im (nim)
jej (niej)	
mu, jemu (niemu)	

sobie

BIERNIK	
mnie	nas
cię, (ciebie)	was
go, jego (niego)	ich (nich)
ją (nią)	je (nie)
je (nie)	

siebie

NARZEDNIK	
mną	nami
tobą	wami
nim	nimi
nią	
nim	

sobą

MIEJSCOWNIK	
(mnie)	(nas)
(tobie)	(was)
(nim)	(nich)
(niej)	
(nim)	

(sobie)

**The reflexive pronouns* siebie *for Dopełniacz and Biernik can have the same meaning as* się *in a reflexive verb: poddać* siebie *(biernik) komuś = <u>poddać się</u> komuś.*

***The personal pronouns in parentheses are required after prepositions but are also used interchangeably with the simple pronouns, sometimes to add emphasis*

****Polish phonetics require that after some prepositions preceding mnie or mną, an "-e" is added. Ex: przez***e* mnie *or z***e** mną.

Hard / Soft / Historically Soft

HARD	t	d	s	z	n	ł	r
SOFT	ć	dź	ś	ź	ń	l	
HARD	k	g	ch				
HIST. SOFT	c	dz	sz	cz	dż	ż	rz
HARD	p	b	f	w	m		
SOFT	p’	b’	f’	w’	m’		

RULE OF THUMB

HOW TO TELL IF A CONSONANT IS HARD, SOFT, OR HIST.

	SOFT		
HARD		▫	EXCEPT
SOFT	HIST SOFT	▫ ▫▫	EXCEPT "L" EXCEPT "C"

CONJUGATIONS

Conjugation 1	~m		~my
	~sz		~cie
	~a		~ją
Conjugation 2	~ę		~my
	~sz		~cie
	~Ø		~ą
Conjugation 3	~uję		~ujemy
	~ujesz		~ujecie
	~uje		~ują

Cases

POLISH CASES			Singular Adject.	Nouns	Plural Adject.	Nouns
MIANO.	-SUBJECT -"TO JEST..."	MP M F N	-y,i -y,i -a -e	-CONS. -CONS. -a -o, e	-y, i -e -e -e	-i^{Hsn}, y^{Hsn}, e^{s}, owie* -y, i, e^{s} -y, i, e^{s} -a
DOPEL.	-POSSESSION -NEGATED D.O. -NUMBERS 5+	MP M F N	-ego -ego -ej -ego	-a -u (a) -y, i -a	-ych, ich	-ów^{H}, y^{s}, i^{s} -ów^{H}, y^{s}, i^{s} -DROP ENDING -DROP ENDING
CELO.	-INDIRECT OBJ.	M F N	-emu -ej -emu	-owi, (u) -e^{Hsn}, y^{s}, i^{s} -u	-ym, im	-om
BIERN.	-DIRECT OBJ.	MP M F N	-ego S.A.M. -ą S.A.M.	-a S.A.M. -ę S.A.M.	-ch S.A.M. S.A.M. S.A.M.	-ów^{H}, y^{s}, i^{s} -S.A.M. -S.A.M. -S.A.M.
NARZ.	-RENAMING -BY MEANS OF...	M F N	-ym, im -ą -ym, im	-em -ą -em	-ymi, imi	-ami
MIEJS.	-ONLY WITH SOME PREPO.	M F N	-ym, im -ej -ym, im	e^{Hsn}, u^{s} e^{Hsn}, y^{s}, i^{s} e^{Hsn}, u^{s}	-ych, ich	-ach

s – last consonant soft

H – last consonant hard

n – soften

* - nouns of distinction (Bóg, ojciec, syn general, officer, apostol, pan, kapitan, etc.)

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